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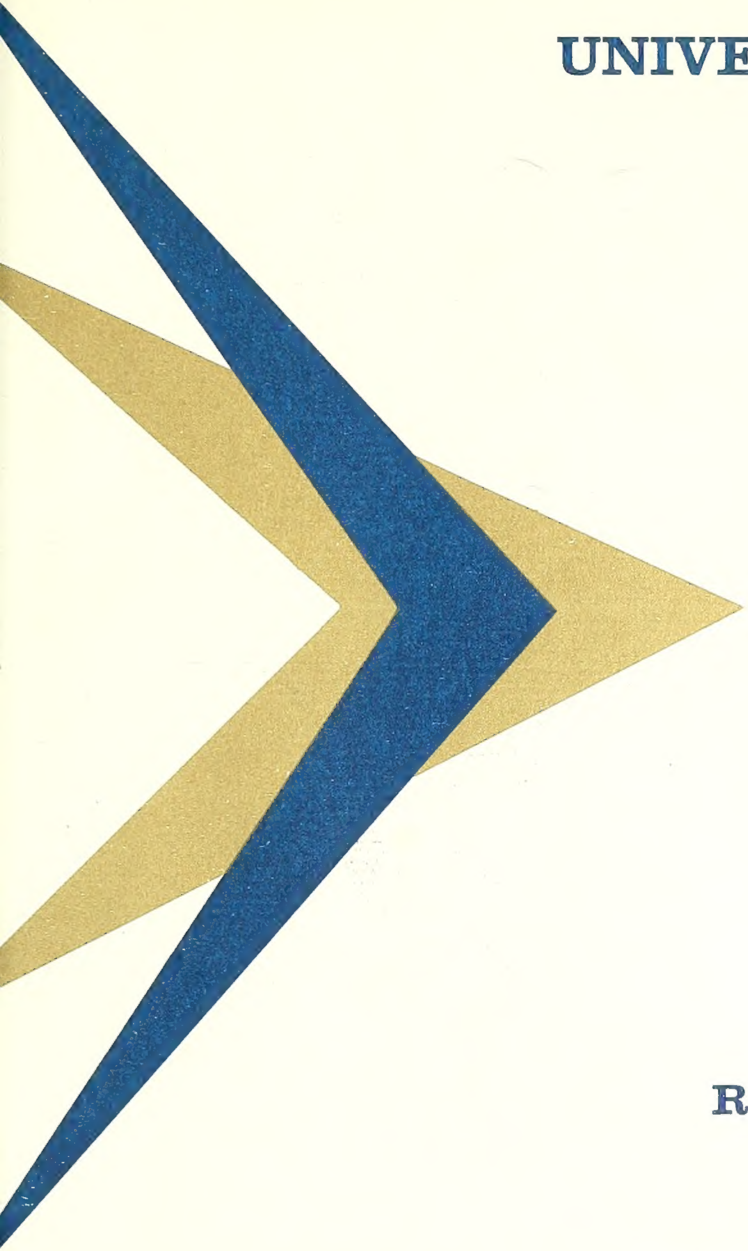
UNIVERSITY OF MASSACHUSETTS



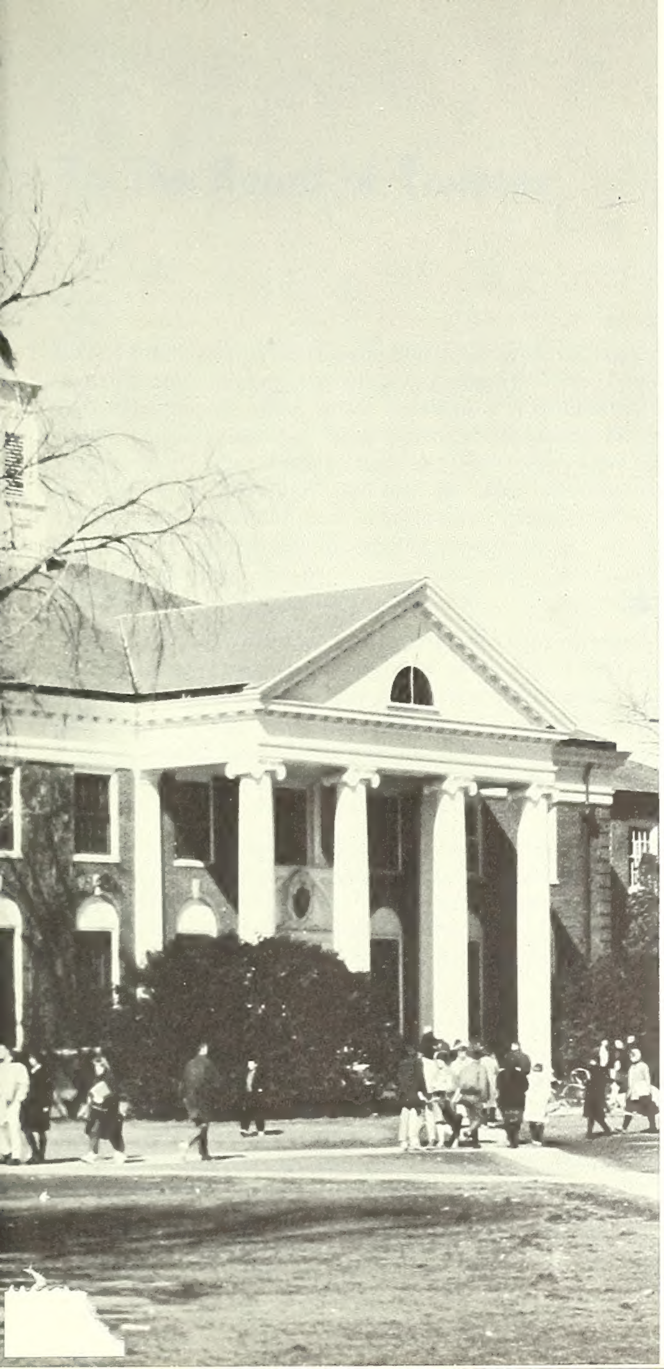
100 YEARS OF SERVICE

REPORT OF THE PRESIDENT • 1961

UNIVERSITY OF MASSACHUSETTS BULLETIN

VOLUME LIV APRIL • 1962 NUMBER III

PUBLISHED FIVE TIMES A YEAR BY THE UNIVERSITY OF MASSACHUSETTS
IN FEBRUARY, MARCH, APRIL, AUGUST AND NOVEMBER.
SECOND CLASS MAIL PRIVILEGES AUTHORIZED AT AMHERST,
MASSACHUSETTS



UNIVERSITY OF MASSACHUSETTS 1863 CENTENNIAL 1963

The sun never shone on such a nation,
and such a power, . . . with such facilities
of public advancement and improvement put into full
and vigorous operation. Set all
the millions of eyes in this great Republic
to watching, and intelligently observing and thinking,
and there is no secret of nature or art
we cannot find out; no disease of man or beast
we cannot understand; no evil we cannot remedy;
no obstacle we cannot surmount; nothing that lies
in the power of man to do or to understand,
that cannot be understood and done.

JONATHAN BALDWIN TURNER

LAND GRANT COLLEGES & STATE UNIVERSITIES 1862 1962

* * * *

To The Board of Trustees

One of the great forces contributing to progress in American history in the last century has been the continuing capacity of the Land-Grant colleges and universities to adapt to the demands of a constantly changing, constantly expanding society. Since passage of the Morrill Act of 1862, public institutions of higher learning have met the country's pressing needs from the time of the great agrarianism of the later nineteenth century to the age of space exploration now in its opening phases. These contributions have not been in the area of material progress alone. By the very nature of their objectives, the Land-Grant institutions have made comparable contributions to the social and cultural life of the nation as well.

As we at the University of Massachusetts join in observing the 100th anniversary of the signing of the Land-Grant Act of 1862, we feel that we may look back proudly on this Century of Accomplishment. But at the same time we realize that our mission is to the future, to the next 100 years. If we do indeed have an inherent and ready capacity to adapt, and if our adaptability has served society well in the past, then all that has gone before is a prologue to the great mission ahead of us.

Call it evolution or revolution, the process of history in the last 100 years has been a relentless democratizing of our educational community. Before long, the public institutions will be the dominant means of educating America's citizenry — in the arts and humanities, in science and technology, in all of the professions and callings constituting the lifeblood of a free society.

The danger, however, for any one of these institutions is that it will fail to appreciate the national role it must play. This does not mean that, to play such a role, the state university must neglect the immediate public it serves. But the people of every state are part of a whole, and no state is unique in its major attitudes and aspirations. All these are bound up in the national purpose, in the best objectives of American society — and no state really prospers unless, educationally and otherwise, it contributes to the prosperity of the nation as a whole. The current "master plan" of any Land-Grant institution, therefore, must be based on our national objectives, on those goals which for our time in history, impel all Americans to work for a better national and world community.

The following report, though not exhaustive, is an attempt to show the various ways in which the University of Massachusetts during the year 1961 sought to fulfill these goals and objectives.

Respectfully,

John W. Lederle

JOHN W. LEDERLE
PRESIDENT

THE STUDENT: INDIVIDUAL IN AN EXPANDING SOCIETY

During the year covered by this Report, the American educational community continued to express insistent concern over numbers — the numbers of students coming out of our exploding population and into the colleges and universities of the land.

For the past decade, this has been the theme under which most institutions of higher learning have labored. And though repetition of a theme may become irritating, the American public will hear this one for many years to come. If we wish even minimally to fulfill our national goals and maintain ourselves as a society and a culture, we must acknowledge, much more than we have so far, that these numbers are not mere statistics of little concern to most of us, but that they represent the basic resource of a free and progressive nation.

Here at the University of Massachusetts, the Registrar's Office in 1961 submitted dramatic evidence of the abundance and ready availability of this resource. The Registrar's Report indicated that for the academic year 1954 a total of 3,281 applicants sought admission to a freshman class necessarily limited to 1,200 places. In 1961, a total of 6,521 students applied for admission to a first-year class of 1,850. Thus, while the applications over this short seven-year period increased by 200 per cent, the number of available places in the freshman class increased by only 58 per cent. And even if we allow for the increasing propensity among students to file duplicate applications, it is still obvious that the Commonwealth and the country are losing the fine potential of the numerous applicants for whom there are no places.

This does not mean that the University of Massachusetts has lagged in trying to provide places for all qualified applicants. Through the enlightened support of the General Court, immense strides have been taken in providing the facilities needed to do an adequate job. The press of applicants is so great, however, that the short range is not time enough in which to catch up and move forward.

With 92 per cent of the cities and towns of Massachusetts represented in the student body, the University today enrolls 7,000 students, more than it ever has in its history — and each new year sets a new record for enrollment. All of this indicates that here at the University, and at public universities throughout the country, there must be adequate planning for an effective response to the challenge of numbers. And yet, the enrollment problem is only the most overt element in a situation that involves crises and opportunities unlike any experienced in similar degree since the nation's founding. Our principal concern is to turn all this to good account, to convert crisis into opportunity, and problems into accomplishments.

Viewing our undergraduates as a principal natural resource, we took steps in 1961 to help students realize their greatest individual potential. Perhaps the most important step was the establishment of the post of Dean of Students. In an increasingly complex curricular and extracurricular program, the need for coordination of efforts to spur our students to greater degrees of individual excellence has been the most persistent that we have had. If it is indeed one of the nation's highest concerns that her citizens have every chance to develop as "human beings of infinite worth," then our educational institutions must be prepared as never before to translate opportunity into action through specific mechanisms of wise administration. Creation of the new position of Dean of Students at long last gives us the means of establishing these mechanisms in effective fashion.

Among the new Dean's responsibilities is that of guidance of our undergraduates toward the best use of their intellectual energies. Great gains have already been made in our general program through the excellent summer testing and counseling sessions held each year for all of our entering freshmen. Early determination of the degree and kind of talent possessed by each student has meant a decrease in heartbreak and waste among those who need careful guidance in building their college careers.

Allied with freshman testing and counseling has been the Advanced Placement Program which in 1961 gave strong evidence that Massachusetts students are getting more than satisfactory instruction in most of the Commonwealth's secondary schools. Thus, approximately one-third of the freshman class entering in September 1961 earned the right to by-pass one or more introductory courses and go on to advanced courses.

". . . the basic resource

of a free

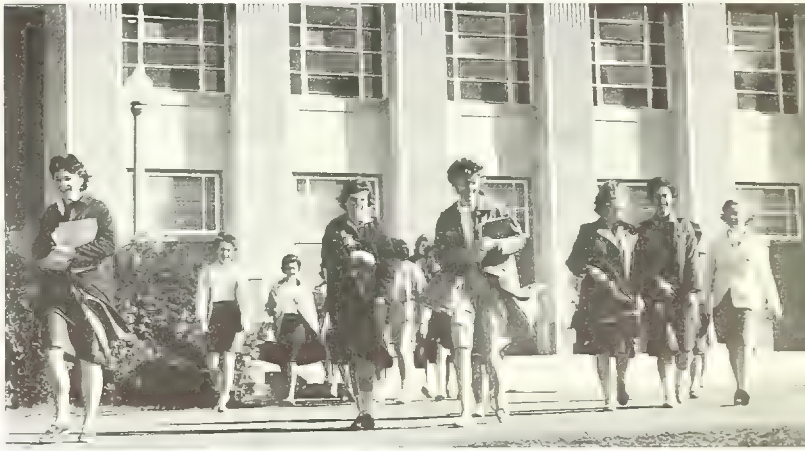
and progressive

society"

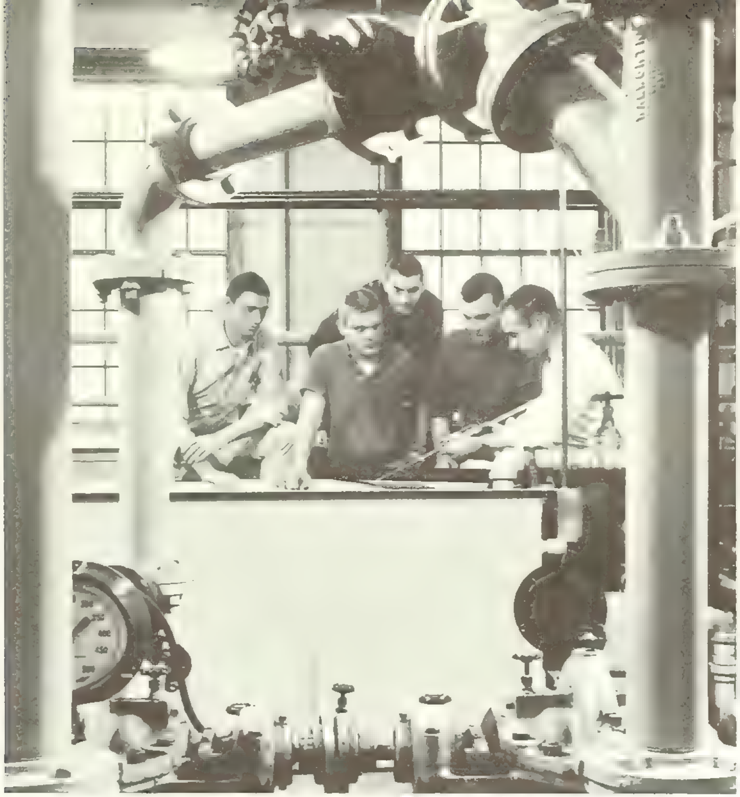
In addition, the University found that the number of talented students was high enough to permit the Honors Colloquium Program to enroll freshmen as well as sophomores and juniors. Although the freshman program would not begin until the second semester of the academic year 1961–62, it was amply clear that not only were many of our freshmen able to take these special seminars requiring a great amount of independent effort, but some of the first-year students could in fact jump to the sophomore colloquia. These and other activities on behalf of our superior students, now constituting a complete freshman-to-senior Honors Program, are directed toward giving each of our undergraduates freedom to develop his capacities to the fullest.

In some quarters, creation of such opportunities for the most talented is considered the major aim. But what of the "average" student? More often than is reasonable, the less-talented scholar (by purely academic standards) is shunted to the hinterland instead of getting the close attention society should give him.

If in this critical era "every American is summoned to extraordinary personal responsibility, sustained effort, and sacrifice,"* then our notion of the kinds of students meriting a reciprocal degree of concern must include those who on their records demonstrate something less than brilliant achievement. Our conception of excellence must admit of gradations. There is the excellence sustained by the obviously outstanding scholar — but there



**Goals for Americans*; *The Report of the President's Commission on National Goals*, New York, 1960, p. 1.



is also the excellence of the student who, though not intellectually exceptional, performs effectively because of superior motivation.

Most important of all, then, we must not make idle claims that we are interested in *all* our students when in actual practice we often reveal that this is not true. Professors concerned with development of honors programs for the limited few who can profitably proceed at an advanced pace with a minimum of formal direction should give attention also to the generality of students who need their guidance even more.

Our democratic approach to higher education, unparalleled on such a broad scale, must sustain itself on a balanced basis. To appear to believe in such a democratic approach, and to practice something different, is to turn away from an historic process that the educationally dispossessed of many fully developed nations would give much to experience.

Indispensable frame of reference —
teacher and student,
mind to mind

All of our state universities must therefore regard the role of the teacher on campus as first among all functions undertaken in the total program, though obviously not to the exclusion of other important and allied functions. We must have more "men of substance" in our classrooms, men who actively pursue the scholarly life and effectively communicate both the fact and the spirit of knowledge to their classes. While we strongly encourage research and publication, we look first for the teacher-scholar who demonstrates that he is committed to imparting knowledge and the zest of learning to his students.

The clear danger in any other commitment in the undergraduate program is that our students will find the search for knowledge a perfunctory pursuit — as evidenced in the uninspired meanderings of many of today's expositions from the front of the classroom. The allied danger is that graduate education and advanced research will surely atrophy if the will of our undergraduates to aspire to these higher activities is blighted by poor teaching.

It is mandatory, therefore, that we continue to guard and cherish the teaching function as the most productive means we have to insure the flow of dedicated graduates into the more demanding channels of advanced study or careers among the various professions. If we produce only mediocrities born of a system of mediocre instruction, then we have failed as a university. Through all the resources in our power, this we do not aim to do.

The University in 1961 expressed its concern not only for the academic well-being of students, but also for their economic welfare. At a time when voices are still being raised against the idea that education is an investment worthy of enlightened support by the public whom it serves, the Office of the Dean of Students conducted a survey of parents of the members of our freshman class.

The responses dramatically indicated that if we are to win in the Cold War "competition of brains," we must be willing *as a society* to see to it that the desire of our young people to enter college is not blunted by the prospect of mounting college costs. Although some student borrowing is

Interest and commitment —
the vital ingredients

necessary, we consider unrealistic the proposals made in some quarters that students be forced to take major loans as a means of defraying costs. A society of individuals dragged down by large debts at an early stage in their lives is hardly a society free to accomplish great things.

Our survey** clearly showed that the earning power of parents is far from enough to pay a student's way through college, even with the relief provided by summer earnings. Many parents have two or three or more children in college at the same time, and the financial drain is therefore enormous. Effective relief must come, to a great extent, through increases in the scholarship and small-loan funds by which our students can be helped to move with reasonable serenity through their four years of college.

We are particularly interested in raising our scholarship funds from the relatively meager amounts we now apportion among our needier students to the much larger funds we should have to do our job well. Because we believe that scholarship grants are investments in our society and economy, we feel strongly that such funds should come from all sectors of society — from private individuals and foundations, from business and industrial organizations, and from the State and Federal governments.

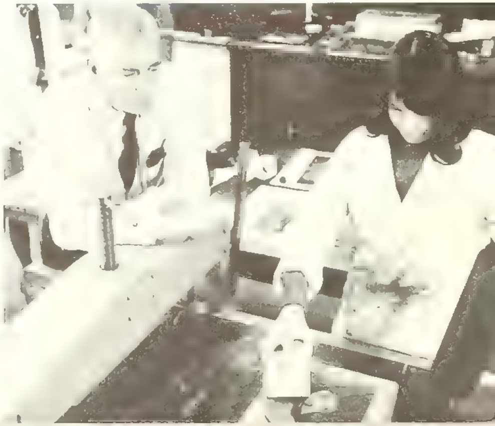
Through these means we can much more effectively oppose the rising tide of college-trained youth in the Iron Curtain countries with an even greater tide of well-educated young people here in the United States. Sustaining this preponderance may well mean ultimate victory in the clash of competing ideologies.

**Copies of *Parents' Ability to Meet College Costs at the University of Massachusetts* are available at the University's Office of Institutional Studies.

. . . in engineering

. . . in science

. . . in art



THE UNIVERSITY AND THE LARGER COMMUNITY

In 1961 the University of Massachusetts made significant gains in its program on campus and in the larger community it serves beyond the environs of Amherst.

Important developments on campus included six major appointments — Dr. Gilbert L. Woodside as Provost, Dr. William F. Field as Dean of Students, Dr. I. Moyer Hunsberger as Dean of the College of Arts and Sciences, Dr. Arless Spielman as Dean of the College of Agriculture, Dr. Marion Niederpruem as Dean of the School of Home Economics, and Dr. Leo Redfern as Director of the new Office of Institutional Studies.

In addition to a number of changes and improvements in the undergraduate curriculum, the University took great strides forward in the opening of the Research Computing Center and the Polymer Research Institute. Both facilities reflect the growing importance attached to the advanced studies program undertaken by University researchers on a concerted basis.

To the great community beyond the campus, the University as a Land-Grant institution manifested its commitment in many ways. Perhaps the most refreshing activity undertaken on behalf of the "larger community" was that of the men's senior honor society, Adelphia. As members of SCOPE, the Special Committee on Promising Entrants, Adelphians joined with faculty members on the committee in planning to bring to campus outstanding juniors from high schools throughout the Commonwealth. Scheduled to begin in April, 1962, the visits have been planned as a means of introducing superior high school students to the facilities available to them at a modern state university.

Among the most important aspects of this activity is the time and energy put into the project by each member of Adelphia as a means of attracting talented high school students to the University of Massachusetts. The success of the program is almost certainly assured when University students evince sufficient pride in the values inculcated at their institution to want to spread the word about it. The administration applauds the obligation Adelphia has undertaken and looks forward to the successes it will sustain in its efforts.

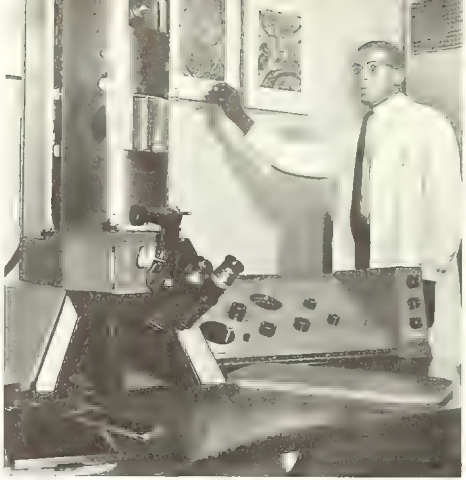
The University's faculty, like its students, has continued to conduct major activities serving important constituencies within the state. The Science Fair held in 1961 was again a very important success, bringing to the campus some of the most creative young minds produced in area schools. Allied with the Fair was a Science Congress conducted for high school teachers of science and mathematics. The combined event was a significant experience for all who participated in it.

The annual Prize Competition in Mathematics was again held in 1961 under University auspices. Supported by several insurance companies and conducted by the Department of Mathematics, the Competition enjoyed state-wide interest and served effectively to indicate that such University-initiated activities are very important in maintaining vital incentives among our secondary school students.

Service to the community:
display at University Open House

RESEARCH:
VITAL MISSION
IN THE PUBLIC INTEREST

Work in environmental psychophysiology



Deep cell study — using the electron microscope

The Bureau of Government Research rendered direct public service to the Commonwealth's municipalities through its continuously expanding program. A major accomplishment in 1961 was the establishment of the Massachusetts League of Cities and Towns, inaugurated with the active support and help of the University's Bureau. Requests for publications continue to rise, and staff members of the Bureau are increasingly called upon to participate in meetings of civic groups and public officials.

The Speech and Hearing Center continued to serve the needs of hundreds of afflicted children and adults. Crucial help was given to University students who have speech or hearing problems. In the all-important training program for therapists, a major advance was the establishment of a graduate program for master's degree candidates. In addition, plans have been initiated for the development of a doctoral curriculum in this vital area under the Four College Cooperation Program. Also, complete details were worked out between the University and the Lemuel Shattuck Hospital in Jamaica Plain for supervised clinical practice for advanced students in speech and hearing therapy. The impact of such a comprehensive training program will be felt in striking measure in the years to come. It promises to relieve to a very great extent the needless waste of human talents and resources resulting from correctible speech and hearing deficiencies.

The School of Education's new building has facilitated the fostering of programs having impact on the educational community throughout the Commonwealth. The Mark's Meadow School, through its experimental approach to teaching techniques on the elementary level, has already spurred the interest of a wide audience of teachers, administrators and researchers. Facilities such as the reading clinic have given rise to expectations that the School of Education in its research program will make solid contributions along a broad front.

Various departments have conducted special lecture and seminar programs for teachers in the Commonwealth's school systems. The Botany and Chemistry departments, for instance, maintained research participation programs under grants from the National Science Foundation for high school teachers, college instructors, and superior undergraduates.

The Department of Romance Languages continued to make important contributions to the Commonwealth's teachers in this field. The Romance Languages faculty published the *Bay State Foreign Language Bulletin*, issued to all high school teachers in the field; edited *Hispanofila*, an outstanding literary and scholarly periodical; and conducted tours and demonstrations of the 80-booth Language Laboratory which is serving as a prototype for many secondary school facilities of this kind.

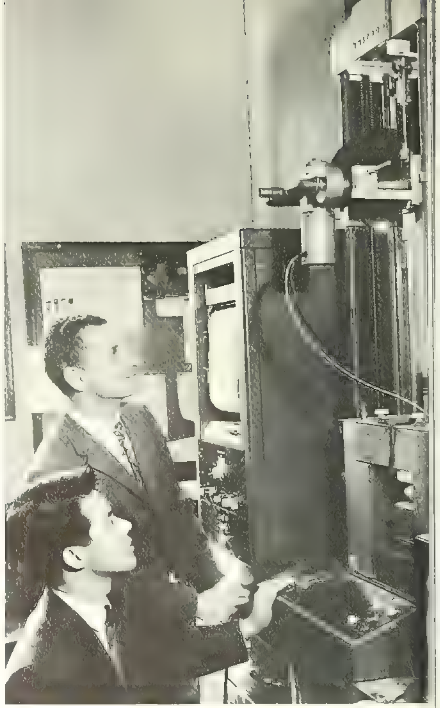
The student-sponsored Distinguished Visitors Program and the War Memorial Lectures sponsored by the Associate Alumni gave students, faculty and people from the surrounding area excellent opportunities to hear world figures discuss topics of major importance. The War Memorial

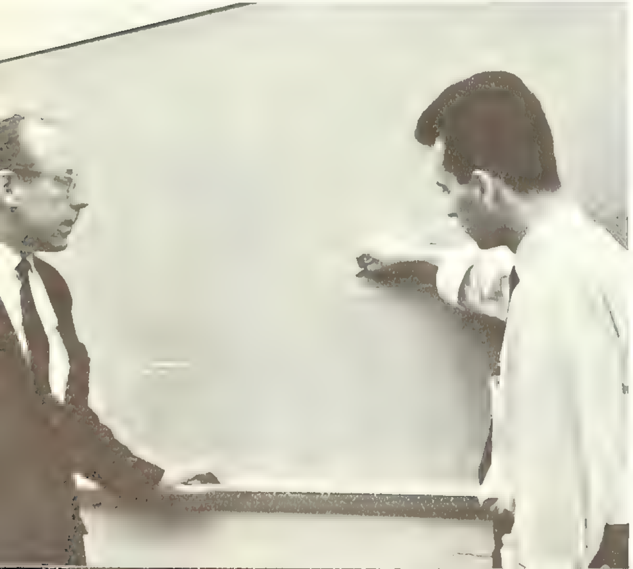
Lecturers in 1961 included historian Oscar Handlin and poet Robert Frost. The much-honored American "poet-laureate" spoke in the fall to perhaps the largest audience ever gathered in the Student Union — 3000 persons. Through the facilities of the campus radio station WMUA-FM and the Four College station WFCR-FM, Mr. Frost's reading was beamed live down the Eastern seaboard along a network of stations extending to Washington, D. C.

The Distinguished Visitors Program brought Aaron Copland and Mrs. Eleanor Roosevelt to the campus and cooperated with University departments in bringing other speakers. The Department of Government through its Colloquia in Political Science sponsored appearances by former French premier Pierre Mendes-France and Madame Lakshmi Menon, Deputy Foreign Minister of India — among many others.

Nationally, the University has been making major contributions in committees whose membership includes personnel from our faculty. Thus, Dr. Merit P. White of the Department of Civil Engineering continues to serve as chairman of the Protective Construction Committee of the National Academy of Sciences. A consultant to the U. S. Air Force, he was a U. S. delegate to the International Association for Materials and Structures.

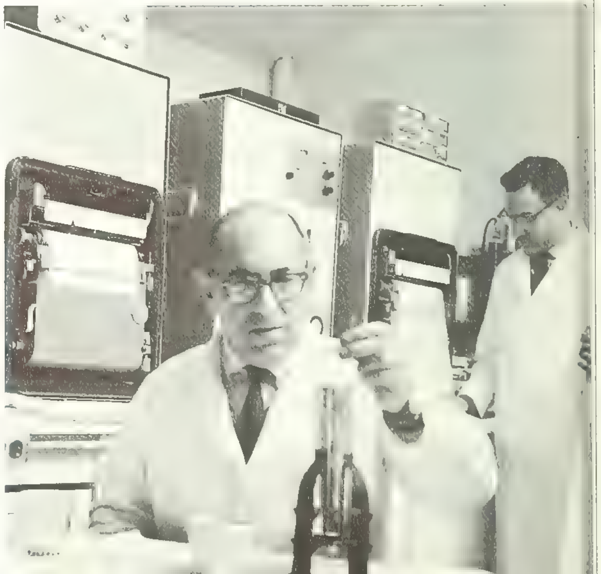
Concerted study for greater understanding of plastics and their properties — in the new Polymer Research Institute. This and other advanced studies at the University are served by the Research Computing Center, major data-processing facility opened in 1961.





Left — Mathematics for the shaping of a modern world — work in civil engineering

Right — Gas chromatographic analysis in food science and technology.



In the College of Agriculture, Dean Arless A. Spielman was appointed to the *ad hoc* committee of the Cooperative State Experiment Station Service for Federal-State Relations. He was also named by the Governor of the Commonwealth as Council Coordinator representing Massachusetts to the Food for Peace Council. Professor George Westcott of the Department of Agricultural and Food Economics was appointed by the U. S. State Department as a special consultant on the economic development of the northeast region of Brazil, where he spent several months as part of a study team. Also appointed a special consultant was Dr. Warren Litsky of the Department of Microbiology. Dr. Litsky was named by the U. S. Public Health Service to a three-year consultative post with the Research Branch, Division of Water Supplies and Pollution Control of the New York Regional Office.

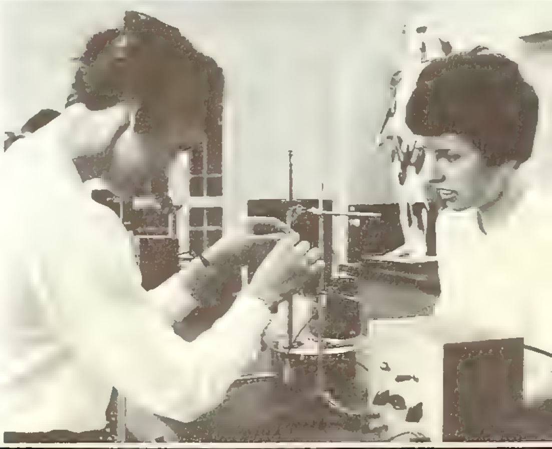
One of the most important developments in the academic program in 1961 was the establishment of an exchange arrangement involving students from the University of Massachusetts, the University of Florida at Tallahassee, and the University of New Mexico. The program calls for a semester's exchange of students in the teacher-training curriculum of each of the participating universities. The *New York Times* cited the program as a potentially important means of breaking down sectional barriers to understanding and national educational development.

Two members of the Department of Zoology entered a program conducted by the American Institute of Biological Sciences for work with high school groups throughout the United States. Dr. William B. Nutting visited Hawaii in connection with this work, and he and Dr. Lawrence Bartlett fulfilled other assignments under the program's auspices.

On the international scene, the University made various contributions The School of Business Administration, in conjunction with the Experiment in International Living, once again conducted its highly successful Junior Executive Training Program for young European businessmen. Dean Albert W. Purvis of the School of Education was leader of an American team of educators exploring the possibility of establishing a girls' school in Uganda — a project fostered by the U. S. State Department as part of a program to serve the African nations in their thirst for education.

The stature of many of our scholars can be gauged by the assignments they receive for various national and international activities. In 1961, for instance, Dr. Bronislaw M. Honigberg of the Department of Zoology attended the First International Conference on Protozoology in Prague, Czechoslovakia, and presented lectures in Poland and Israel. Dr. I. Moyer

Teacher, engineer, scientist of tomorrow — students are introduced to the challenges and opportunities of the professional in a complex society.



Hunsberger, Dean of the College of Arts and Sciences, is directing a nationwide study of chemical notation systems for the National Academy of Sciences and the National Research Council. The study is being supported by a National Science Foundation grant. Dr. H. T. U. Smith, head of the Department of Geology, was a member of the U. S. delegation to the International Quaternary Association Congress in Poland. Dr. Luther Allen was Visiting Professor at the University of Saigon in South Vietnam under a Smith-Mundt Grant. Dr. Thomas Copeland of the Department of English spent much of the year in England where he continued his work as Editor-in-Chief of a projected eight-volume collection of the private papers of Edmund Burke. Dr. Copeland is the general director of a project to which many important scholars of the English-speaking world are making contributions. Professor Walter G. O'Donnell of the School of Business Administration served during the summer as consultant in management at the University of Puerto Rico and aided in the development of the University's graduate program. As chairman (and founder) of the newly established College of Philosophy of the Institute of Management Science, Professor O'Donnell presented a paper at the Institute's meeting in Brussells, Belgium. Several members of the faculty held Fulbright and other grants for study and lecturing in areas as far apart as Iceland and New Zealand.

Although the ICA-sponsored exchange program with Hokkaido University in Japan has terminated, it is expected that, under other auspices, the exchange will continue as it has in the past — productively for both institutional participants.

The Massachusetts Review, originally founded on the University's campus, continued to speak as a distinguished organ in the fields of art, literature, and public affairs. In 1961 the magazine became a Four College Project after the voting of funds to support the *Review* for a three-year period. The magazine is literally an international periodical, not only in the wide-ranging nature of its contents, but in the following it enjoys among subscribers and contributors in many countries of the world.

Incomplete though this listing may be, it should serve to show that there is vitality, commitment, and distinction in the activities carried on by the University in "the larger community." We intend to go further. We intend to increase and enrich our programs so that our objectives may help materially in furthering the general objectives of our national community. Given this great variety of resources, and the historic capacity of Land-Grant institutions to adapt to changing conditions, we are better able than ever to serve these objectives.

THE UNIVERSITY AND THE DEMOCRATIC PROCESS

It is one of the paradoxes of American democracy that our citizenry, generally realizing that it can maintain democratic institutions only through the political or governmental process, is nevertheless often apathetic about that process. The voter often concludes that "politics is dirty business" and turns his back on the ballot box and all other instrumentalities dedicated to preserving a democratic society.

This is wrong. And a public university must use its instructional and research resources in positive programs serving to counter the "alienated" citizen's ready tendency to decry and deplore the processes under which all Americans remain free.

One of the University's chief means of providing substantive evidence that politics can be a matter of high statesmanship and dedicated service is through the Distinguished Public Affairs Professorship, now in its second year. Established under a grant from the Ford Foundation, the program calls for the appointment each semester of a distinguished public servant to teach as a visiting professor in the Department of Government. Former U. S. Senator, the Honorable Ralph Flanders of Vermont was the first incumbent; he was followed by another former Senator, the Honorable Earle C. Clements of Kentucky. Appointed to succeed Senator Clements was Neil Staebler, former Chairman of the Democratic State Central Committee of Michigan. The Honorable Meade Alcorn of Connecticut, National Chairman of the Republican Party for a number of years, will serve in the program in the first semester of the academic year 1962–63.

Through its Department of Government, the University conducts another program designed as a specific means of attracting competent students into public service positions. The University, in conjunction with the Graduate School of Public Administration at Harvard and the departments of political science at the Massachusetts Institute of Technology and Boston University, maintains a cooperative internship program with the State Commission on Administration and Finance. Under grants provided by the Carnegie Corporation, carefully chosen graduate students spend two years in the program, the first year in offices of the state government and the second pursuing graduate study at one of the four participating institutions. In 1961, five University students were undergoing intern training.

Mention has already been made of vital activities conducted by the Bureau of Government Research. Its contribution in depth to the democratic process in our cities and towns can be further documented in citing, for instance, the 27 seminars held for selectmen, planning boards and public works officials in a number of Massachusetts municipalities. In addition, the Bureau held conferences for city and town managers, highway personnel, public assistance officials, and assessors. Culmination of all this activity in 1961 was the annual Governor's Conference on State, County, and Municipal Relations. Through sharp discussion and exchange of information, this campus event indicated anew that a university is a deeply involved force for maintaining a free forum on topics of vital concern to all in a democratic community.

The University in 1961 held a highly successful Legislators' Day for Representatives and Senators of the Massachusetts General Court. Proceeding on the philosophy that a public university must always be ready to stand full inspection by the people and their representatives, we initiated the program for legislators with a day-long schedule of events on the campus in Amherst. Approximately 80 members of the General Court, led by the President of the Senate and the Speaker of the House, participated in the program along with students, faculty and staff from the University community. There is no question that greater mutual understanding was fostered as a result of Legislators' Day activities. The program will now become a regular part of the University calendar, and hopefully soon we will be hosts to the entire legislative body meeting under informal circumstances on a campus largely built by the far-sighted support of that body.

In 1961, too, plans were being considered for the eventual opening of other facilities having direct bearing on the democratic process and on general public improvement along a broad front. A major development along these lines was the establishment of the Population Research Institute jointly administered by the Department of Sociology and Anthropology and the Department of Agricultural and Food Economics in cooperation with the Massachusetts Extension Service and various other University units. The work of the Institute, directed toward supplying significant interpretations of Massachusetts population data, should be of great value in furthering the objectives of extension and regional development programs.

The campus — important setting for vital involvement in the democratic process.

TOWARD THE CENTENNIAL — AND GREATER FREEDOM TO SERVE

All of the developments discussed in the preceding pages are important to the real constituency the University serves — the people of the Commonwealth and hence the people of America. Our goals and objectives must be the goals and objectives of the larger community in which we find ourselves.

What has occurred in 1961 can therefore be seen as an approach to a new phase of University development. As the University observes its Centennial in the academic year 1962–63, it can look back with a sense of pride for the way it has given strong evidence of its ability to adapt to new conditions in a changing society.

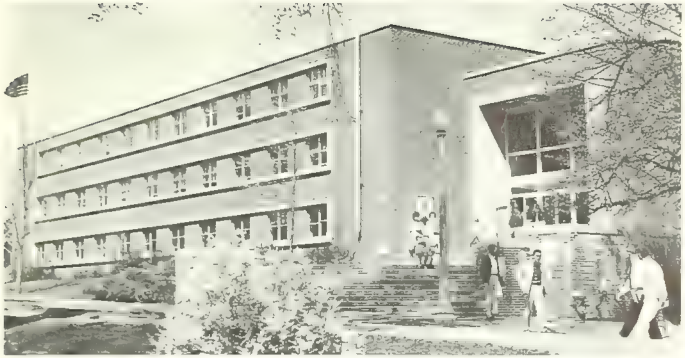
But our Centennial will be dedicated to the future which the University can materially help to build — in the Commonwealth, in the nation, and in the world at large. This is not an exaggerated aim. What it means is that the University is not apart from the great community of public institutions that make the United States a pioneer in democratic education. The Land-Grant colleges and universities will thus work in concert in the great age ahead to establish new levels of dignity and hope for mankind at home and abroad.

A MODERN FACE FOR THE UNIVERSITY'S CENTENNIAL

Health Service

Student Union

Morrill Science Center



Machmer Hall

Public Health Center

School of Education

But to do this, each institution must have the freedom to serve. It must have sufficient authority granted to its governing body to permit a right assessment of national goals and a ready means of effecting the policies and programs needed to fulfill these goals.

In 1961 the University of Massachusetts was still hampered by controls laid upon it by centralized state agencies. Impediments continued to exist in the areas of personnel recruitment and retention, purchasing and printing, staff travel, and fiscal operations.

One of the greatest steps forward, however, was that made by the Special Commission on Budgetary Powers at the University of Massachusetts — a distinguished body of public and private members charged by the legislative leadership to report on the merits of granting greater self-management authority to the University's Board of Trustees.

Prior to the publication of this Report, the Commission made recommendations supporting the University in its effort to become equal to other state universities in fiscal organization and management responsibilities. The Commission recommendations, once enacted into law, would give the University the "authority commensurate with responsibility" that is needed to take on the major tasks awaiting us in and beyond the Centennial Year.

Given this authority and this responsibility, the University must and will become the chief public resource for greatness in the Commonwealth's educational program. The demands of the new age now upon us are far less matters for unreasonable concern than they are opportunities to achieve major gains in the improvement of people and institutions throughout the world. Education — free to do the job that must be done — is unquestionably the readiest and most effective instrument we have to turn the tide of history in the direction of lasting light and supreme accomplishment under conditions of peace. As the University of Massachusetts begins looking to its second hundred years, it takes this goal as its mandate.

John W. Lederle

President

May 1, 1962

REPORT OF THE TREASURER

where the operating dollar comes from . . .

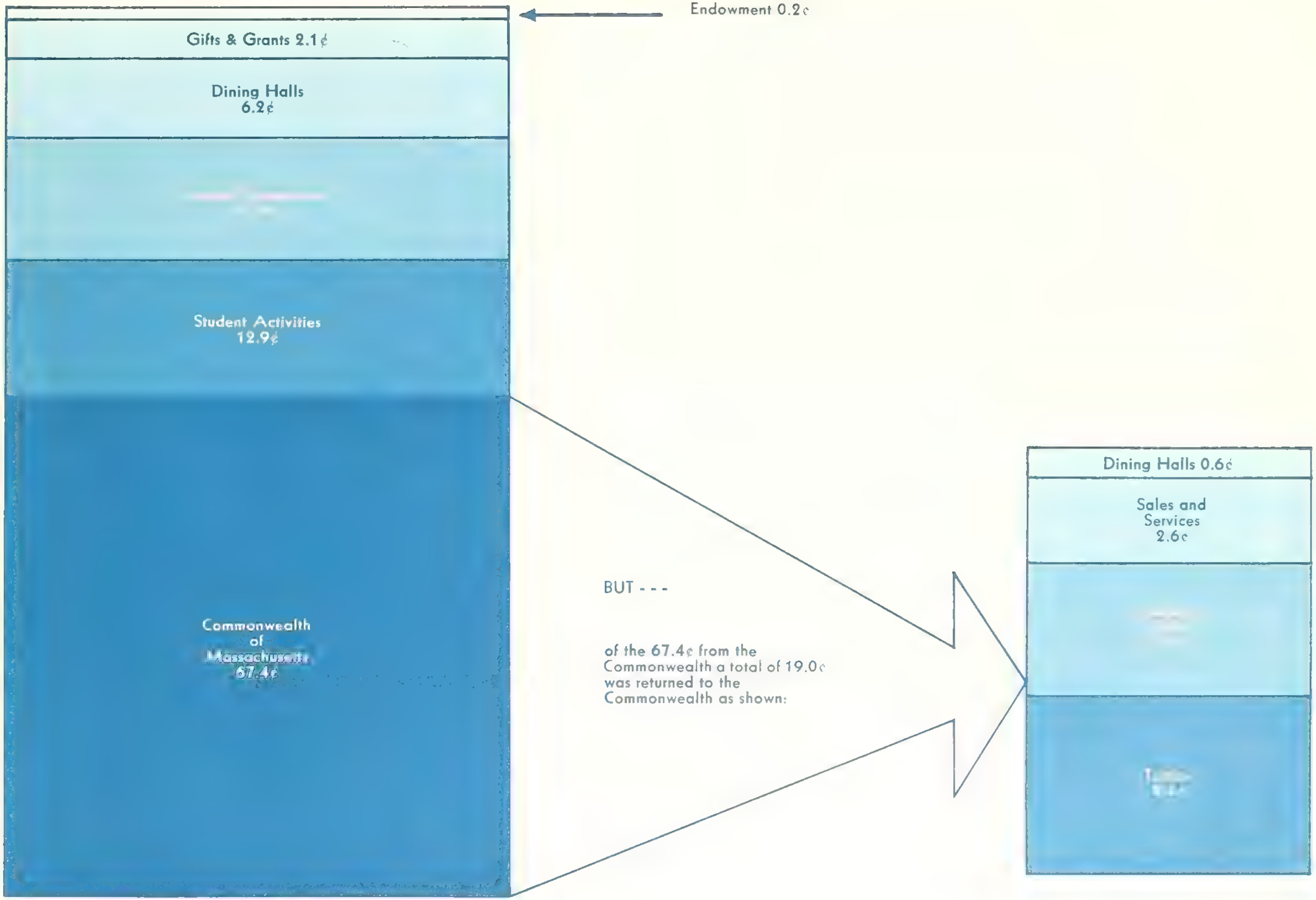
For the fiscal year 1961 the University received from all sources $15,304,266 for operating purposes. Of this, a total of $10,321,842 was appropriated by the Commonwealth, amounting to 67.4 cents out of each operating dollar.

However, the University returned to the State Treasurer, as required by the State Constitution, $2,920,676 representing collections for student tuition, board and room, and sundry sales and services. Thus, the net cost to the taxpayer was only $7,401,166 or 48.4 cents out of each operating dollar.

The following sources provided the balance of the operating dollar: Federal government 11.2 cents, student activities 12.9 cents, dining halls 6.2 cents, gifts and grants 2.1 cents, and endowment income 0.2 cent.

SOURCE	Total Am't.	Percent of Total
COMMONWEALTH OF MASSACHUSETTS:		
FUNDS PROVIDED BY UNIVERSITY RECEIPTS		
DINING HALLS	$ 88,672.08*	0.6
RESIDENCE HALLS	1,135,151.70	7.4
TUITION	1,292,400.03	8.4
SALES AND SERVICES	404,451.92	2.6
SUB-TOTAL	$ 2,920,675.73	19.0
NET FUNDS PROVIDED BY THE TAXPAYER	7,401,166.36	48.4
TOTAL	$10,321,842.09	67.4
FEDERAL GOVERNMENT	1,712,681.57	11.2
STUDENT ACTIVITIES	1,972,159.19	12.9
GIFTS AND GRANTS	319,075.86	2.1
AUXILIARY ENTERPRISES — DINING HALLS	953,887.30	6.2
ENDOWMENT INCOME	24,620.18	0.2
TOTAL RECEIPTS	$15,304,266.19	100.0

*DINING HALLS WERE OPERATED BY STATE APPROPRIATION FOR 3 MONTHS AND THEN TRANSFERRED TO TRUST FUNDS.



BUT - - -

of the 67.4¢ from the Commonwealth a total of 19.0¢ was returned to the Commonwealth as shown:

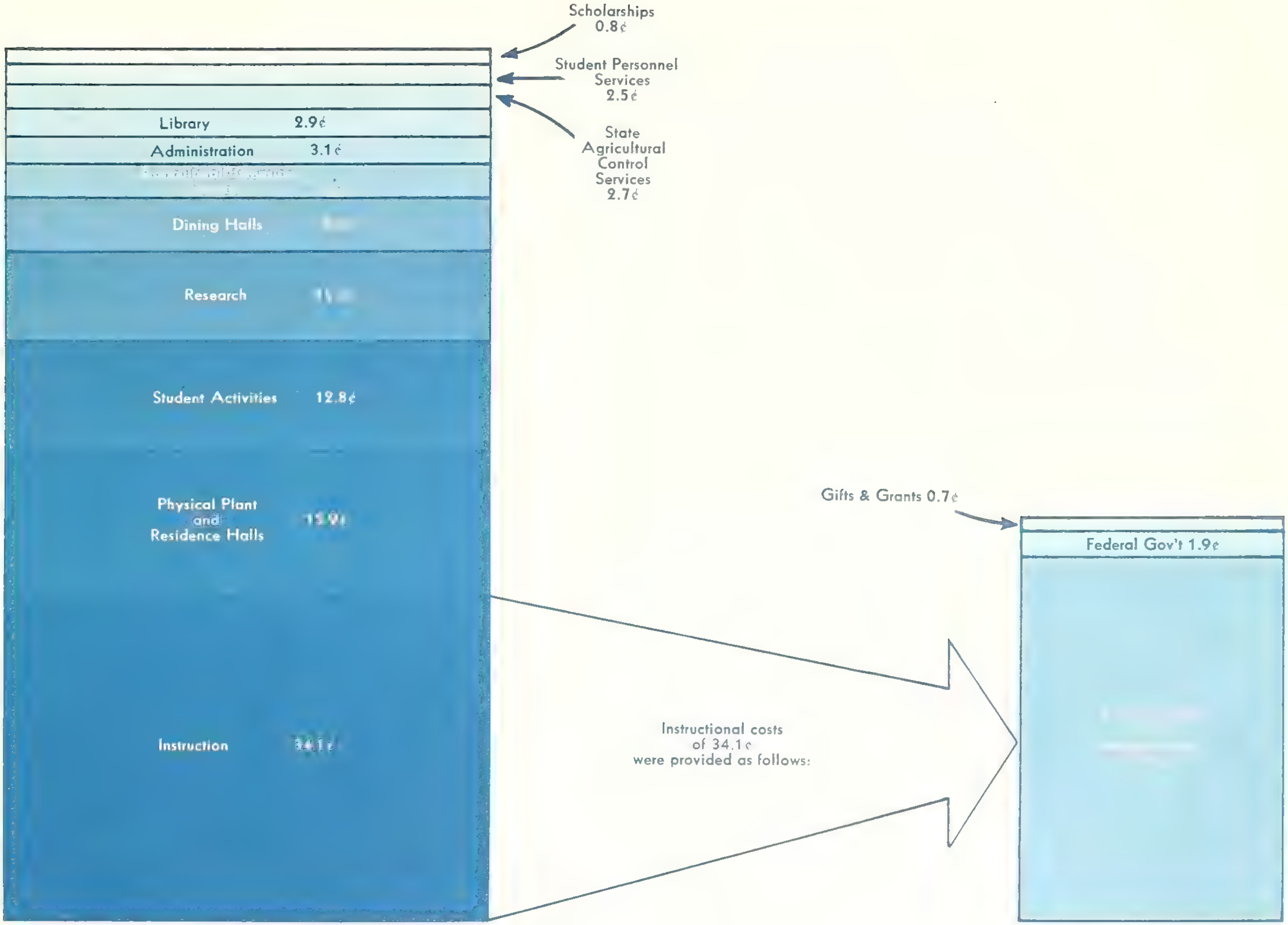
how it is spent . . .

Direct instructional costs naturally represented the largest single operating expenditure requiring $5,214,497 (or 34.1 cents of each dollar) out of total expenditures of $15,304,266. Research and library, expenditures closely related to instructional costs, required 12.3 and 2.9 respectively of the operating dollar. Agricultural extension services and state agricultural control services required 6.1 cents and 2.7 cents each.

Operating and maintenance of the physical plant and residence halls accounted for 15.9 cents of the dollar. Six and eight-tenths cents of every dollar went toward dining hall operations and 12.8 cents into student activities. The remainder of the operating dollar was expended as follows: administration 3.1 cents, student personnel services 2.5 cents, and scholarships 0.8 cent.

The box on the right shows that of the 34.1 cents spent for direct instructional costs, a total of 31.5 cents (93 per cent) was provided by state appropriations. The remainder — 2.6 cents (7 per cent) — was provided by the Federal government and from gifts and grants.

FUNCTION	**Total Am't.**	**Percent of Total**
INSTRUCTION:		
STATE FUNDS	$ 4,823,578.57	31.5
FEDERAL FUNDS	295,306.80	1.9
GIFTS AND GRANTS	95,611 62	0.7
TOTAL INSTRUCTION	$ 5,214,496.99	34.1
LIBRARY	437,496.04	2.9
RESEARCH	1,884,912.59	12.3
AGRICULTURAL EXTENSION	938,933.30	6.1
STATE AGRICULTURAL CONTROL SERVICES	410,966.91	2.7
DINING HALLS	1,039,212.72	6.8
PHYSICAL PLANT AND RESIDENCE HALLS	2,434,124.30	15.9
ADMINISTRATION	473,478.74	3.1
STUDENT SERVICES	371,175.90	2.5
SCHOLARSHIPS	127,309.51	0.8
STUDENT ACTIVITIES	1,972,159.19	12.8
TOTAL DISBURSEMENTS	$15,304,266.19	100.0


Scholarships 0.8¢
Student Personnel Services 2.5¢
State Agricultural Control Services 2.7¢
Library 2.9¢
Administration 3.1¢
Dining Halls
Research
Student Activities 12.8¢
Physical Plant and Residence Halls 15.9¢
Instruction 34.1¢
Instructional costs of 34.1¢ were provided as follows:
Gifts & Grants 0.7¢
Federal Gov't 1.9¢

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1961

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* * * *

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TOWARD HIGHER LEARNING MORE WIDELY DISSEMINATED
1863 CENTENNIAL 1963

LAND GRANT COLLEGES & STATE UNIVERSITIES
1862-
1962

UNIVERSITY OF MASSACHUSETTS

FINANCIAL REPORT

FOR THE YEAR ENDED JUNE 30, 1961

KENNETH W. JOHNSON
TREASURER

Publication of this document approved by Alfred C. Holland, State Purchasing Agent.

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Audit

In accordance with state law, all accounts of the University are examined each year by the State Auditor. The last audit covered the period of this report from July 1, 1960 to June 30, 1961.

All statements and schedules of state funds contained herein have been examined and verified by the Comptroller's Bureau of the Commonwealth.

Schedule A

Balance Sheet as of June 30, 1961

Assets

I.	State Funds		
	Appropriation Balances held by State Treasurer:		
	Other Maintenance	$ 47,797.87	
	Special Appropriations	693.94	
	Capital Outlay	513,311.86	
	Accounts Receivable	4,395.52	
	Inventory of Supplies	621,448.47	
			$ 1,187,647.66
II.	Federal Funds		
	Cash - First National Bank of Amherst	61,197.88	
	Notes Receivable - National Defense Student Loan Fund	118,699.95	
			179,897.83
III.	Endowment Funds (Schedule A-1)		
	Income Account - Cash, Amherst Savings Bank	10,000.00	
	Income Account - Cash, The First National Bank of Amherst	11,742.84	
	Principal Account - Amherst Savings Bank	5,031.79	
	Principal Account - Cash, The First National Bank of Amherst	49,101.11	
	Principal Account - Pool Investment Securities	393,515.29	
	Principal Account - Securities not Pooled	7,500.00	
	Principal Account - Investment - Land	116,228.90	
	Unamortized Premiums on Pool Investments	3,371.59	
			596,491.52
IV.	Student Loan Funds		
	Cash - The First National Bank of Amherst	25,298.55	
	Cash - Amherst Savings Bank	1,083.69	
	Notes Receivable	23,942.49	
			50,324.73
V.	Trust Funds		
	Cash on Hand	252.06	
	Cash - The First National Bank of Amherst	579,991.39	
	Cash - Ware Savings Bank	115,411.16	
	Cash - Woronoco Savings Bank	99,837.57	
	Cash - Amherst Savings Bank	188,799.24	
	Cash - Easthampton Savings Bank	70,000.00	
			1,054,291.42
VI.	Agency Funds		
	Cash - The First National Bank of Amherst		106,440.10
VII.	Plant Funds		
	Land	2,712,420.00	
	Buildings*	27,007,849.00	
	Improvements other than Buildings	4,845,880.38	
	Equipment	5,268,911.23	
			39,835,060.61
	Total Assets		$43,010,153.87

*The University also leases from the University of Massachusetts Building Association seventeen dormitories, two apartment buildings, and a Student Union Building, representing investment of $12,535,352.74. The principal is amortized and the buildings eventually become the property of the University.

Schedule A (Continued)

Balance Sheet as of June 30, 1961

Liabilities, Reserves and Fund Balances

I.	State Funds		
	Total Appropriation Balances	$561,803.67	
	Due State Treasurer	4,395.52	
	Expendable Supplies	621,448.47	
			$ 1,187,647.66
II.	Federal Funds		
	Balance Federal Appropriations	60,497.84	
	National Defense Student Loan Fund	119,399.99	
			179,897.83
III.	Endowment Funds		
	Income on Investments - Balances (Schedule A-2)	21,742.84	
	Principal of Fund (Schedule A-3)	552,738.79	
	Reserve for Profits and Losses on Pool Investments	22,009.89	
			596,491.52
IV.	Student Loan Funds		
	Balance (Schedule A-4)		50,324.73
V.	Trust Funds		
	Balance in Funds:		
	Scholarship Funds	20,437.78	
	Campus Activities	669,506.44	
	Research Funds	148,870.42	
	Federal Grants	215,476.78	
			1,054,291.42
VI.	Agency Funds		
	Balance in Funds:		
	Student Deposit Account	20,880.70	
	Student and Miscellaneous Funds	85,559.40	
			106,440.10
VII.	Plant Funds		
	Net Investment in Plant		39,835,060.61
	Total Liabilities, Reserves and Fund Balances		$43,010,153.87

Schedule B

SUMMARY OF RECEIPTS AND BALANCES

I.	State Appropriations				
	General Maintenance (Schedule B-1)		$10,204,443.00		
	Other Maintenance:				
	Current Year Appropriation (Schedule B-1)	$ 63,800.00			
	Prior Year Appropriation Balances	29,276.37			
			93,076.37		
			10,297,519.37		
	Less: Balances reverted to State Treasurer		99,608.51		
				$10,197,910.86	
	Capital Outlay:*				
	Balance, July 1, 1960	230,246.86			
	Current Year Appropriation	471,000.00			
				701,246.86	
	Special Appropriations:				
	Balance, July 1, 1960	101,654.39			
	Current Year Appropriation (Schedule B-2)	25,000.00		126,654.39	
	Net Totals - State Appropriations				$11,025,812.11	
II.	Federal Appropriations (Schedule B-5)				
	Balance, July 1, 1960			34,278.08	
	Current Year Receipts			1,018,825.07	
	Total				1,053,103.15
	Net Totals - State and Federal Appropriations					$12,078,915.26
III.	Endowment Fund Income (Schedule A-2)				
	Balance, July 1, 1960				22,715.00
	University Endowment Fund Income				21,319.16
	State Endowment Fund Income				2,328.86
	Total					46,363.02
IV.	Revolving Student Loan Funds (Schedule A-4)				
	Balance, July 1, 1960				83,608.63
	Interest Income				176.70
	Addition to Fund				85,939.39
	Total					169,724.72
V.	Revolving Trust Funds (Schedule B-6)				
	Balance, July 1, 1960				330,881.78
	Current Year Receipts				3,658,507.27
	Total					3,989,389.05
VI.	Agency Funds (Schedule B-7)				
	Balance, July 1, 1960				83,579.57
	Current Year Receipts				838,954.80
	Total					922,534.37
VII.	Special Gifts (Schedule B-8)				
	Balance, July 1, 1960				433,310.06
	Scholarships, Current Year Receipts				75,658.05
	Industrial and Federal Grants - Current Year Receipts				691,423.27
	Total					1,200,391.38
	Net Total - Receipts and Balances					$18,407,317.80

*Does not include appropriations for the University that are under the supervision and control of the State Division of Building Construction.

Schedule B (Continued)

Summary of Expenditures and Balances

	State Appropriations	Federal Appropriations	Other Funds	Total
I & II. State and Federal Appropriations				
A. Administration	$ 428,008.58	$	$	$ 428,008.58
B. Resident Instruction	5,487,000.28	103,589.81		5,590,590.09
C. Experiment Station	777,134.87	433,791.86		1,210,926.73
D. Control Services	410,966.91			410,966.91
E. Extension Services	483,709.66	455,223.64		938,933.30
F. Boarding Halls	85,325.42			85,325.42*
G. Operation of Plant	2,433,124.30			2,433,124.30
H. Other Maintenance	44,842.97			44,842.97
I. Capital Outlay (Schedule B-9)	187,935.00			187,935.00
J. Special Appropriations (Schedule B-9)	125,960.45			125,960.45
Totals - State and Federal Appropriation Expenditures	$10,464,008.44	$ 992,605.31		$11,456,613.75
Balances - State and Federal Appropriations, June 30,1961	561,803.67	60,497.84		622,301.51
Totals	$11,025,812.11	$1,053,103.15		$12,078,915.26
III. Endowment Income: (Schedule A-2)			24,620.18	
Balance, June 30, 1961			21,742.84	
Total				46,363.02
IV. Revolving Student Loan Funds (Schedule A-4)				
Balance, June 30, 1961				169,724.72
V. Revolving Trust Funds (Schedule B-6)			3,319,882.61	
Balance, June 30, 1961			669,506.44	
Total				3,989,389.05
VI. Agency Funds (Schedule B-7)			816,094.27	
Balance, June 30, 1961			106,440.10	
Total				922,534.37
VII. Special Gifts (Schedule B-8)				
Scholarships			83,788.02	
Industrial and Federal Grants			731,818.38	
Balance, June 30, 1961			384,784.98	
Total				1,200,391.38
Total - Expenditures and Balances				$18,407,317.80

*Covers July and August 1960 only; operated as University Trust Fund beginning September 1, 1960 as authorized by Chapter 507 of the Acts of 1960.

Schedule A-1

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1961

Description	Date of Acquisition	Cost or Book Value
Government Bonds		
23,500 U. S. Savings Bonds, Series K, 2.76%, due 6/1/64	6/30/52	$23,500.00
18,000 U. S. Treasury Bonds, 3 1/4%, due June 15, 1983/78	6/4/53	17,703.31
Total - Government Bonds		$41,203.31

		Date of Acquisition	Principal	Present Value
Mortgages				
Massachusetts Beta House Corporation	4%	12/20/46	$8,500.00	$ 2,240.00
Gamma Delta Chapter of Kappa Sigma	4%	10/14/46	24,000.00	8,438.42
Massachusetts Kappa Corp. of Sigma Alpha Epsilon	4%	11/1/51	20,000.00	10,500.00
Theta Corporation of Theta Chi	4%	10/9/54	40,000.00	27,000.00
Total - Mortgages			$92,500.00	$48,178.42

Schedule A-1 (Continued)

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1961

Description	Date of Acquisition		Cost or Book Value	Market Value
Railroad Bonds				
3,000 Pennsylvania R. R. Co., General Series A, 4½'s, due 6/1/65	10/20/39		$ 3,000.00	$ 2,910.00
3,000 Southern Pacific (Oregon Lines), First, 4½'s, due 3/1/77	7/9/51		2,977.50	2,748.75
1,000 Missouri Pacific Railroad Co., First Mortgage, 4¼'s, Series B, due 1/1/90	12/30/60		673.75	687.69
1,000 Missouri Pacific Railroad Co., First Mortgage, 4¼'s, Series C, due 1/1/2005	12/30/60		660.00	678.94
Total - Railroad Bonds			$ 7,311.25	$ 7,025.38
Utility and Industrial Bonds				
10,000 American Telephone & Telegraph Co. Debenture 5's, due 11/1/83	11/26/57		$ 10,388.90	$ 10,104.25
10,000 Commonwealth Edison Co. Sinking Fund Debenture 4 5/8's, due 1/1/2009	2/20/59		10,199.75	10,000.00
10,000 Consolidated Edison Co. of New York, Inc. First & Refunding Mortgage 5's, Series N, due 10/1/87	11/26/57		10,498.32	10,500.00
10,000 The Dayton Power & Light Co., First Mortgage 5's, due 11/1/87	11/26/57		10,370.86	10,400.00
10,000 Florida Power & Light Co., First Mortgage 4 3/8's, due 12/1/86	2/6/59		9,875.00	9,750.00
2,000 The General Tire & Rubber Co. Subordinated Debenture 4 3/4's	1/4/60		1,830.00	1,929.29
10,000 Gulf States Utilities Co., First Mortgage 4 7/8's, due 10/1/87	11/29/57		10,238.36	10,400.00
1,000 Indiana Limestone Co., Inc., General Mortgage Sinking Fund Income 4's, due 7/1/75	1/4/60		790.00	767.00
10,000 Niagara Mohawk Power Corp., General Mortgage 4 7/8's, due 9/1/87	11/26/57		10,390.00	10,200.00
10,000 Philadelphia Electric Co., First & Refunding Mortgage, 4 5/8's, due 9/1/87	11/26/57		10,195.96	10,175.00
10,000 Public Service Electric & Gas Co., First & Refunding Mortgage 4 5/8's, due 8/1/88	10/6/58		10,337.50	10,550.00
5,000 Southern California Edison Co., First & Refunding 3's, due 9/1/65	11/14/51 12/5/54	3,000.00 2,000.00	5,022.49	4,781.25
5,000 Southern Natural Gas Co., First Mortgage Pipe Line Sinking Fund 4 3/4's, due 1/1/79	4/24/59		5,205.18	5,175.00
10,000 Southwestern Bell Telephone Co. Debenture 4 3/4's, due 10/1/92	10/17/58 12/18/58	5,000.00 5,000.00	10,524.27	10,100.00
Total - Utility and Industrial Bonds			$115,866.59	$114,831.79

Schedule A-1 (Continued)

Endowment Funds - Principal
Statement of Pool Investments
as of June 30, 1961

Stocks

No. of Shares	Description		Date of Acquisition	Cost or Book Value	Market Value
	Preferred Stock				
200	American Sugar Refining Co., Cum. 7%		7/19/51	$ 6,450.00	$ 6,692.26
80	Duquesne Light Co. 4%		1/23/53	3,840.00	3,058.90
	Total - Preferred Stock			$ 10,290.00	$ 9,751.16
	Common Stock				
630	American Telephone and Telegraph Co.	45	7/9/51		
		15	7/30/52		
		6	12/16/53		
		17	11/5/55		
		8	11/6/56		
		100	4/29/58		
		9	6/30/58		
		400	6/30/59		
		30	6/30/61	35,080.27	73,867.50
400	Baltimore Gas and Electric Co.		5/2/57	7,014.76	12,200.00
162	Commonwealth Edison Co.	52	7/19/51		
		100	4/29/58		
		3	10/15/58		
		3	12/31/59		
		4	12/30/60	6,081.95	8,100.00
100	Consolidated Edison Co. of N. Y.		5/2/57	5,440.40	7,650.00
147	E. I. du Pont de Nemours & Company	100	7/19/51		
		47	2/3/59	19,306.75	31,164.00
20	Dow Chemical Co.		10/7/57	1,096.21	1,540.00
190	Hartford Electric Light Co.	173	1/8/54		
		17	11/5/58	10,516.68	13,585.00
200	Niagara Mohawk Power Corp.		5/12/57	6,135.38	8,775.00
100	Pacific Gas & Electric Co.		4/29/58	5,715.68	7,600.00
500	Paramount Pictures Corp.		3/6/57	13,875.00	36,812.50
88	Reliance Insurance Co.	36	7/19/51		
		36	2/26/54		
		8	11/6/56		
		4	1/25/60	2,984.29	5,544.00
250	Republic Steel Corp.		2/10/60	17,937.50	14,225.64
200	The Southern Co.		5/2/57	4,577.62	10,725.00
220	The Southern New England Telephone Co.		11/26/57	7,395.00	11,000.00
100	Standard Oil Co. of Indiana	50	7/19/51		
		50	12/6/54	3,518.75	5,100.00
286	Standard Oil Co. of New Jersey	90	7/19/51		
		1	11/6/53		
		182	5/6/56		
		1	12/26/56		
		10	5/6/58		
		1	12/31/59		
		1	12/30/60	6,420.05	12,584.00
200	Tri-Continental Corp.		3/6/57	5,300.00	6,875.00
75	United Fruit Co.		7/19/51	5,100.00	1,950.00
740	Virginia Electric & Power Co.	337	1/8/54		
		33	12/6/54		
		370	5/8/57	10,541.02	42,180.00
	Total - Common Stock			$174,037.31	$311,477.64

Schedule A-1 (Continued)

Endowment Funds - Principal

Statement of Investments not in Pool Fund
as of June 30, 1961

		Date of Acquisition	Cost or Book Value
Land			
Murray D. Lincoln		3/11/58	$ 41,765.00
		12/31/58	16,795.00
		2/23/60	33,600.00
		3/31/61	24,068.90
Total - Land			$116,228.90
Stocks			
750 Shares David Buttrick, Cum. Preferred	7%	3/8/54	$ 7,500.00
TOTAL			$123,728.90

Schedule A-1 (Continued)

Endowment Funds - Principal
as of June 30, 1961

Summary of Pool Investments

	Cost or Book Value	% of Total
Invested in:		
Bonds		
Government	$ 41,203.31	9.1
Railroad	7,311.25	1.6
Utility	113,246.59	25.2
Industrial	2,620.00	.5
	$164,381.15	36.4
Mortgages	48,178.42	10.7
Stocks		
Preferred		
Industrial	6,450.00	1.4
Utility	3,840.00	.9
	$ 10,290.00	2.3
Common		
Financial	2,984.29	.7
Industrial	67,254.26	15.0
Investment Trust	5,300.00	1.1
Utility	98,498.76	22.0
	$174,037.31	38.8
Total - Pool Securities	$396,886.88	88.2
Cash		
Amherst Savings Bank @ 3 1/2%	$ 5,031.79	1.0
The First National Bank - Uninvested Cash	49,101.11	10.8
Total - Cash	$ 54,132.90	11.8
Total - Pool Investments	$451,019.78	100.0

Summary of Investments not in Pool

Land	
Murray D. Lincoln	$116,228.90
Stock	
Preferred Stock	7,500.00
Total - Investments not in Pool	$123,728.90
Total - Endowment Funds	$574,748.68

Endowment Fund Income
Statement of Receipts, Disbursements and Balances

Name and Purpose of Fund	Balance July 1, 1960	Receipts from Investments	Disbursements	Balance June 30, 1961
Income Designated for General Purposes				
Student Aid, Scholarships, Loans:				
Alpha Sigma Phi Scholarship	$ 247.67	$ 341.44	$ 425.00	$ 164.11
Alvord Dairy	182.19	201.84	285.00	99.03
Ascension Farm School	3,989.27	5,769.59	6,775.00	2,983.86
Danforth Keyes Bangs	178.56	281.88	325.00	135.44
Buttrick Scholarship	654.86	513.97	515.76	653.07
Lucius Clapp	283.97	420.32	500.00	204.29
Class 1882 Scholarship	17.04	68.65	59.33	26.36
Frederick G. Crane	790.98	1,227.15	1,435.00	583.13
Stephen Davis Scholarship	980.07	922.12	800.00	1,102.19
George L. Farley	1,107.15	240.45	300.00	1,047.60
Gassett Scholarship	45.23	70.31	80.00	35.54
Charles A. Gleason	130.11	179.45	220.00	89.56
Walter H. Harrison	--	569.19	569.19	--
Philip B. Hasbrouck	--	65.40	--	65.40
Clarence C. Hardy	8.62	5.75	--	14.37
Mrs. Clifton Johnson	--	164.05	--	164.05
Helen E. Knowlton	644.33	721.34	550.00	815.67
Porter L. Newton Educational	771.56	1,563.98	1,100.00	1,235.54
J. Clark Osterhout	44.62	19.08	--	63.70
Betsey C. Pinkerton	150.06	216.41	260.00	106.47
Charles S. Plumb	794.46	167.16	83.58	878.04
Frank H. Plumb	685.97	645.70	750.00	581.67
V. A. Rice Scholarship	91.86	127.15	155.00	64.01
Mary Robinson	148.26	144.28	200.00	92.54
Henry Franklin Staples	347.19	2,450.25	2,797.44	--
Whiting Street	63.07	97.24	100.00	60.31
Helen A. Whittier	162.30	160.54	150.00	172.84
	$12,519.40	$17,354.69	$18,435.30	$11,438.79
Prizes:				
Grinnell Prize	74.55	6.06	--	80.61
Elizabeth L. McNamara	--	48.09	48.09	--
Allan Leon Pond	54.75	35.81	38.10	52.46
Betty Steinbugler	59.39	9.61	--	69.00
	$ 188.69	$ 99.57	$ 86.19	$ 202.07
Books:				
Oscar G. Anderson Memorial	278.80	48.81	--	327.61
John C. Cutter	345.66	52.82	--	398.48
Library	304.24	702.01	409.44	596.81
Robert F. Pomeroy Library	472.11	73.86	240.42	305.55
	$ 1,400.81	$ 877.50	$ 649.86	$ 1,628.45
Miscellaneous Purposes:				
George H. Barber	514.10	244.00	--	758.10
Charles A. Peters	130.18	55.92	--	186.10
Hills	966.37	746.54	511.60	1,201.31
Guy Chester Crampton	675.14	122.10	--	797.24
J. D. W. French	1,422.56	516.65	715.36	1,223.85
William Proctor	643.07	96.18	--	739.25
	$ 4,351.42	$ 1,781.39	$ 1,226.96	$ 4,905.85
General Purposes (Unrestricted):				
Joseph Bartlett	--	--	--	--
Burnham Emergency	30.27	372.31	207.91	194.67
Frederick H. Read	72.22	81.73	115.00	38.95
William R. Sessions	68.65	229.92	148.30	150.27
William Wheeler	155.76	522.05	440.87	236.94
	$ 326.90	$ 1,206.01	$ 912.08	$ 620.83
State Endowment Fund	$ 3,927.78	$ 2,328.86	$ 3,309.79	$ 2,946.85
Totals	$22,715.00	$23,648.02	$ 24,620.18	$21,742.84

Schedule A-3

Statement of Endowment Fund Principal

Name of Fund	Balance July 1, 1960	Additions	Deductions	Balance June 30, 1961
Alpha Sigma Phi Scholarship	$ 7,100.00	$	$	$ 7,100.00
Alvord Dairy	4,197.15			4,197.15
Oscar G. Anderson Memorial	1,015.00			1,015.00
Ascension Farm School	119,975.79			119,975.79
Danforth Keyes Bangs	5,861.58			5,861.58
George H. Barber	5,073.86			5,073.86
Joseph Bartlett	--	1,000.00	1,000.00	--
Seymour Borowsky	--	5,000.00		5,000.00
Burnham Emergency	7,742.23			7,742.23
Buttrick Scholarship	10,000.00			10,000.00
Lucius Clapp	8,740.42			8,740.42
Class 1882 Scholarship	1,427.70	34.33		1,462.03
Guy Chester Crampton	2,539.03			2,539.03
Frederick G. Crane	25,518.08			25,518.08
John C. Cutter	1,098.41			1,098.41
Stephen Davis Scholarship	19,175.00			19,175.00
George L. Farley	5,000.00			5,000.00
J. D. W. French	10,743.41			10,743.41
Gassett Scholarship	1,462.20			1,462.20
Charles A. Gleason	3,731.73			3,731.73
Grinnell Prize	125.94			125.94
Clarence C. Hardy	119.65			119.65
Walter H. Harrison	11,836.14			11,836.14
Philip B. Hasbrouck	1,255.00	785.00		2,040.00
Hills	15,523.89			15,523.89
Mrs. Clifton Johnson	3,411.47			3,411.47
Helen E. Knowlton	15,000.00			15,000.00
Library	10,978.10	15.00		10,993.10
Elizabeth L. McNamara	1,000.00			1,000.00
Porter Newton Educational	24,204.46			24,204.46
J. Clark Osterhout	396.95			396.95
Charles A. Peters	1,162.77			1,162.77
Betsey C. Pinkerton	4,500.00			4,500.00
Charles S. Plumb	3,475.89	83.58		3,559.47
Frank H. Plumb	13,427.17			13,427.17
Robert F. Pomeroy Library	1,535.95			1,535.95
Allan Leon Pond	744.78			744.78
William Proctor	2,000.00			2,000.00
Frederick H. Read	1,699.55			1,699.55
V. A. Rice Scholarship	2,644.11			2,644.11
Mary Robinson	3,000.00			3,000.00
William R. Sessions	4,780.97			4,780.97
Henry Franklin Staples Memorial Fund	50,994.27		42.50	50,951.77
Betty Steinbugler	200.00			200.00
William Wheeler	10,855.91			10,855.91
Whiting Street Scholarship	2,021.70			2,021.70
Helen A. Whittier	3,338.22			3,338.22
Endowment from State (Principal of $142,000 held by State Treasurer)	--			--
Murray D. Lincoln - Land	92,160.80	24,068.10		116,228.90
Totals	$522,795.28	$30,986.01	$1,042.50	$552,738.79

Schedule A-4

Statement of Student Loan Funds

Fund	Total June 30, 1960	Addition and Interest	Loan Transactions Loans Paid	Loan Transactions Loans Made	Balances, June 30, 1961 Notes	Balances, June 30, 1961 Cash	Balances, June 30, 1961 Total
D. K. Bangs	$ 6,326.96	$ 83.86	$ 5,624.50	$ 7,923.25	$ 5,274.75	$ 1,136.07	$ 6,410.82
Joseph W. Bartlett	--	1,000.00	--	--	--	1,000.00	1,000.00
Class of 1905	3,241.85	64.95	3,771.00	3,403.00	1,532.00	1,774.80	3,306.80
Vincent Goldthwait	17,015.80	25.30	24,439.46	23,029.00	11,823.74	5,217.36	17,041.10
Walter H. Harrison	2,196.21	571.19	1,225.00	855.00	655.00	2,112.40	2,767.40
Murray D. Lincoln	344.69	--	50.00	--	100.00	244.69	344.69
Massachusetts Assembly Loan Fund	--	12,500.00	--	3,375.00	3,375.00	9,125.00	12,500.00
M. A. C. Club	602.90	2.45	774.00	650.00	350.00	255.35	605.35
Elizabeth L. McNamara	148.50	28.09	--	--	--	176.59	176.59
New England Feedmen's Association Loan Fund	753.16	--	300.00	710.00	610.00	143.16	753.16
Sievers Memorial Fund	1,578.57	42.81	600.00	150.00	--	1,621.38	1,621.38
Henry F. Staples Memorial Fund	--	2,797.44	--	--	--	2,797.44	2,797.44
Sub-Totals	32,208.64	17,116.09	36,783.96	40,095.25	23,720.49	25,604.24	49,324.73
New England Society of New York	1,000.00	--	2,388.00	2,346.00	222.00	778.00	1,000.00
Totals	33,208.64	17,116.09	39,171.96	42,441.25	23,942.49	26,382.24	50,324.73
National Defense Student Loan Fund	50,399.99	69,000.00	1,675.00	71,974.00	118,699.95	700.04	119,399.99
Grand Totals	$83,608.63	$86,116.09	$40,846.96	$114,415.25	$142,642.44	$27,082.28	$169,724.72

$40,095.25 was loaned to 278 students during the year from University Funds. 273 students received loans totaling $2,346.00 from the New England Society of New York Fund. This fund is for small emergency loans handled by the Dean of Men.

$71,974.00 was loaned to 170 students from the National Defense Student Loan Fund.

Schedule B-1

State Appropriations

Comparative Statement by Subsidiary Accounts

Code	1959	1960	1961
General Maintenance - 1350-01			
01 Salaries, Permanent Positions	$5,263,700.00	$5,588,279.00	$ 6,887,030.00
02 Salaries, Other	696,702.00	999,644.00	731,744.00
03 Salaries, Non-Employees	359,000.00	425,000.00	431,500.00
04 Food For Persons	400,000.00	485,000.00	42,000.00
05 Clothing	850.00	800.00	800.00
06 Housekeeping Supplies & Exp.	45,500.00	48,000.00	40,000.00
07 Laboratory, Medical & Gen. Care	5,000.00	5,000.00	8,700.00
08 Heat & Other Plant Operations	393,000.00	427,800.00	481,000.00
09 Farm and Grounds	75,000.00	76,250.00	72,000.00
10 Travel & Automotive Expenses	75,000.00	74,000.00	78,000.00
11 Advertising and Printing	33,300.00	43,950.00	44,900.00
12 Repairs, Alterations & Add.	168,787.00	140,000.00	200,000.00
13 Special Supplies & Expenses	150,000.00	180,000.00	210,000.00
14 Office & Administrative Exp.	135,500.00	125,000.00	131,900.00
15 Equipment	5,000.00	75,000.00	83,604.00
16 Rentals	556,350.00	760,000.00	759,265.00
18 Special Outlay	1,213.00	2,000.00	2,000.00
Sub-Totals	$8,363,902.00	$9,455,723.00	$10,206,443.00*
Other Maintenance			
3304-44 Inland Fish & Game	7,500.00	7,500.00	8,100.00**
1350-21 Research with Federal Grants	50,000.00	40,000.00	50,000.00**
1350-11-10 Recruitment of University President	--	5,000.00	2,500.00***
1350-35-14 Entertainment of Distinguished Visitors	--	--	2,000.00**
1350-36-16 Rental of President's House	--	--	1,200.00**
Special Appropriations	125,000.00	125,000.00	25,000.00
Capital Outlay	22,000.00	100,000.00	471,000.00
Totals	$8,568,402.00	$9,733,223.00	$10,764,243.00

*Authorized Chapter 507 of the Acts of 1960	$9,820,968.00
Transfer from Funds available for Purchase of Motor Equipment	13,604.00
Transfer from Reserve for additional cost of Overtime	9,400.00
Transfer from Reserve for Salary Adjustments	269,471.00
Authorized Chapter 430 of the Acts of 1961	91,000.00

**Authorized Chapter 507 of the Acts of 1960.

***Transfer from Item 0405-01 Extraordinary Expenses.

Schedule B-2

Special Appropriations

1350-96-13	For Certain Scholarships	$25,000.00

Authorized under Chapter 507 of the
Acts of 1960.

Schedule B-3

Capital Outlay Appropriations

1350-26-13	Purchase of Books	$100,000.00*
8262-12	Land Purchase	371,000.00**
		$471,000.00

*Authorized under Chapter 507 of the
Acts of 1960.

**Authorized under Chapter 544 of the
Acts of 1961.

Schedule B-3 (Continued)

Capital Outlay Appropriations*

8261-04 U-702	For certain improvements and addition to the power plant and utility systems, to be in addition to the amount appropriated in Item 8260-24 of Section two of Chapter six hundred and four of the Acts of nineteen hundred and fifty-nine	$ 400,000.00
8261-05 U59-2	For the construction of a Natural Resources Laboratory and Classroom Building, including the cost of furnishings and equipment, to be in addition to the amount appropriated in Item 8259-53 of Section two of Chapter six hundred and fifty of the Acts of nineteen hundred and fifty-eight	1,945,000.00
8261-06 U59-3	For the construction of the Food Technology Building, including the cost of furnishings and equipment, to be in addition to the amount appropriated in Item 8259-54 of Section two of Chapter six hundred and fifty of the Acts of nineteen hundred and fifty-eight	1,600,000.00
8261-08 U59-4	For the construction of an addition to the Physics Building, including the cost of furnishings and equipment, to be in addition to the amount appropriated in Item 8259-55 of Section two of Chapter six hundred and fifty of the Acts of nineteen hundred and fifty-eight	2,100,000.00
8261-09 U57-1	For the construction of the fourth section of the Science Center, including the cost of furnishings and equipment, to be expended in connection with any Federal Funds available for this purpose, to be in addition to the amount appropriated in Item 8260-25 of Section two of Chapter six hundred and four of the Acts of nineteen hundred and fifty-nine	3,661,000.00
	Total (Chapter 774 of the Acts of 1960)	$9,706,000.00

*Under the supervision and control of the State Division of Building Construction.

Schedule B-4

Comparative Statement of Funds forwarded to State Treasurer on account of Income from Fees, Sales, and Services

	1959		1960		1961	
Instruction:						
Hospital	$ 468.50		$ 688.00		$ 799.00	
Tuition	516,664.35		1,106,849.25		1,195,214.38	
Tuition - Summer School	50,233.25		68,319.17		93,222.65	
Sales, Productive Enterprises	72,687.48		63,718.72		68,212.71	
Other Student Receipts	17,626.68		18,432.15		18,565.04	
Other Sales	7,602.62		6,676.62		13,609.60	
Meals, Employees	429.90		477.00		525.00	
Reimbursement for Services - Federal Government	10,052.22		6,849.00		3,963.00	
		675,765.00		1,272,009.91		1,394,111.3
Extension Services:						
Miscellaneous		719.18		557.99		443.7
Experiment Station:						
Sales	5,476.02		5,677.04		1,923.80	
Waltham Field Station	47.45		37.47		94.51	
		5,523.47		5,714.51		2,018.3
Control Services:						
Fertilizer Law	15,545.29		16,496.91		17,513.10	
Poultry Disease Law	44,303.93		38,300.71		35,788.98	
Dairy Glassware	975.93		602.50		970.35	
Commercial Feedstuffs	39,720.00		36,460.00		33,920.00	
Seed Law	859.15		793.65		1,051.20	
Dairy Cattle Certification	16,059.18		14,197.34		12,737.00	
Diagnostic Laboratory	44.00		--		--	
		117,507.48		106,851.11		101,980.6

Schedule B-4 (Continued)

Comparative Statement of Funds forwarded to State Treasurer on account of Income from Fees, Sales, and Services

	1959		1960		1961	
Operation of Plant:						
Students' Room Rent	$673,617.62		$823,757.32		$916,491.75	
Transient Rent	13,151.19		18,325.59		28,405.08	
Employees' Rent	82,611.60		98,480.08		107,593.34	
Other Rents	82,177.87		82,367.39		82,661.53	
Miscellaneous	1,271.84		1,384.38		2,209.74	
Reimbursement for Services, Boarding Hall					120,000.00	
		852,830.12		1,024,314.76		1,257,361.44
Miscellaneous:						
Miscellaneous	3,206.40		3,937.98		27,692.01	
Research for Federal Government	65,843.10		65,832.84		48,396.88	
		69,049.50		69,770.82		76,088.89
Boarding Halls:						
Student Board	855,605.67		914,666.01		86,787.28	
Cafeteria	21,034.09		19,861.80		1,136.56	
Miscellaneous Sales	2,315.13		2,898.92		709.24	
Meals, Employees	1,305.00		1,137.00		39.00	
		880,259.89		938,563.73		88,672.08
Totals		$2,601,654.64		$3,417,782.83		$2,920,676.52

Schedule B-5

Federal Funds

Statement of Receipts, Disbursements and Balances

	Balance July 1, 1960	Receipts	Disbursements	Balance June 30, 1961
Instruction:				
Bankhead Jones	$ --	$ 66,788.72	$ 66,788.72	$ --
Land Grant	1,293.90	7,300.00	--	8,593.90
Morrill Nelson	--	33,333.33	33,333.33	--
Smith Hughes (Dept. of Education)	-142.85	3,446.77	3,467.76	-163.84
Totals	$ 1,151.05	$ 110,868.82	$103,589.81	$ 8,430.06
Extension Service:				
Federal Smith Lever Act as Amended 1953	$ 9,033.46	$ 402,929.00	$382,585.50	$29,376.96
Research and Marketing	4,039.02	54,153.75	49,981.74	8,211.03
Regional Contracts:				
No. 12-05-300-11	2,571.32	--	2,571.32	--
No. 12-05-300-12	130.40	--	130.40	--
No. 12-05-300-27	67.95	10,160.00	10,227.95	--
No. 12-05-300-36	9,409.85	5,500.00	9,726.73	5,183.12
Totals	$25,252.00	$ 472,742.75	$455,223.64	$42,771.11
Experiment Station:				
Hatch Amended	$ 5,730.02	$ 331,125.50	$329,424.99	$ 7,430.53
Regional Research	2,145.01	104,088.00	104,366.87	1,866.14
Totals	$ 7,875.03	$ 435,213.50	$433,791.86	$ 9,296.67
Grand Totals	$34,278.08	$1,018,825.07	$992,605.31	$60,497.84

Trust Funds
Statement of Receipts, Disbursements and Balances

	Balance July 1, 1960	Transfers in	Receipts	Transfers out	Disbursements	Balance June 30, 1961
George Alderman	$ 161.00	$	$	$	$	$ 161.00
Arts and Science Equipment	129.40					129.40
Athletics	46,481.90	4,500.00	207,992.81	1,592.05	205,618.06	51,764.60
Athletic Reserve	1,076.85		40.37			1,117.22
Boarding Halls	--		1,105,890.88		953,887.30	152,003.58
Carnegie - Language	852.94		--		225.50	627.44
Carnegie Fund - Edmund Burke	--		34,000.00		6,001.00	27,999.00
Citizenship Fund	393.59		400.00		534.74	258.85
Centennial Fund	--	3,000.00	3,688.25		2,150.15	4,538.10
Class 1930 Library	50.00				--	50.00
Class 1957 Book Fund	2,547.64				58.34	2,489.30
Class 1960 Book Fund	2,000.00				--	2,000.00
College of Arts & Sciences Service Fund	40.06				30.05	10.01
College of Agriculture Equip.	280.00				278.64	1.36
Dept. of Government Fund	1,983.13		6,310.57		4,332.25	3,961.45
Commutation R.O.T.C. Uniforms	--	2,764.90	8,680.85		11,445.75	--
Development Fund for Agriculture Services Abroad	2,300.00					2,300.00
Ford Foundation - Professorship	--		85,000.00		9,999.92	75,000.08
Ford Foundation - Sociology	--		2,673.59		566.32	2,107.27
Ford Foundation - Library	1,958.97		2,500.00		2,089.51	2,369.46
Ford Foundation - Working Fund	989.86		9,018.00		8,767.32	1,240.54
General Electric - Pittsfield - Undergraduate	5,176.44		54,858.00	64.00	58,946.41	1,024.03
General Electric - Pittsfield - Graduate	209.60	64.00	27,611.00		27,514.90	369.70
Home Management Fund	--		1,701.60		1,701.60	--
Hokkaido Student Center Memorial	1.00		--		--	1.00
German Dept. Fund	19.65		494.90		161.75	352.80
ICA - W-374 Overhead	331.45	6,883.54	--		582.05	6,632.94
ICA - Contract W-374	1,957.36		214,324.67	8,583.15	191,716.99	15,981.89
Identification Card Fund	414.55		6,734.00		6,099.81	1,048.74
Library Fund			4.16		--	4.16
Mass. Food Service Educational Council	3,755.00					3,755.00
Military Uniforms	36,445.60		36,605.95	2,764.90	24,869.11	45,417.54
New York Times	311.15		432.42		681.01	62.56
Old Chapel Fund	2,500.00		--		--	2,500.00
Placement Office Service Fund	19.64	140.00	782.05		935.47	6.22
Provost's Fund	34.67		100.00	1.59	133.08	--
Regional Science Fair	--		580.00		580.00	--
Romance Language Dept.	878.43		773.51		759.90	892.04
Research Council Service Fund	--	200.00	--		80.50	119.50
Rockefeller Fund G.A.S.S.-6103	--		4,000.00		1,414.59	2,585.41
School of Engineering Service Fd.	50.00		--		--	50.00
School of Business Admin. Serv.	174.81		2,204.41		176.15	2,203.07
School of Engineering Equipment	650.95		201.51		450.00	402.46
Student Union General Fund	40,908.11		482,548.44		496,266.61	27,189.94
Student Union Food Service	43,812.89		492,782.93		495,030.51	41,565.31
Student Union University Store	28,645.29		558,173.16		527,457.41	59,361.04
Student Union RSO	61,609.56		239,033.76		247,673.36	52,969.96
Student Union Reserve	35,530.63		18,951.68		--	54,482.31
Summer Session Recreation Fd.	600.50		2,735.02		113.24	3,222.28
State Employees Group Insurance, State's Share	885.40		5,495.30		3,100.40	3,280.30
Student Enrollment - Agric. Fd.	--		1,960.00		283.38	1,676.62
School of Nursing Fund	--		500.00		--	500.00
Student Health Fees	--		3,636.00		--	3,636.00
Trust Fund Interest	1,895.56		12,596.07	7,500.00	12.06	6,979.57
University Fund	2,585.72	1.59	4,937.38	100.00	6,551.78	872.91
Foreign Students Advisor Fund	232.48					232.48
Totals	$330,881.78	$17,554.03	$3,640,953.24	$20,605.69	$3,299,276.92	$669,506.44

Schedule B-7

Agency Funds

Statement of Receipts, Disbursements and Balances

Fund	Balance July 1, 1960	Receipts	Disbursements	Balance June 30, 1961
Asia Foundation	$ 21.64	$ 200.00	$ 171.21	$ 50.43
Asia Understanding	88.18	--	56.52	31.66
Carnegie Internship Program	47,552.80	48,500.00	26,951.18	69,101.62
Federal Tax - Personal Telephone Calls	--	86.58	55.18	81.40
Fishing Contest	9.97	--	--	9.97
4-H Activities	4,546.06	19,921.94	19,814.62	4,653.38
Mass. Educational Film Fund	551.39	600.00	615.94	535.45
Rodent Control	2,486.08	37,104.31	33,163.42	6,426.97
Student Health and Accident Insurance	--	85,855.75	85,712.25	143.50
Special Military Fund	92.45	25.30	--	117.75
U. S. Savings Bonds	3,261.71	72,145.43	70,949.87	4,457.27
I. B. M. Fund	--	3,284.25	3,284.25	--
Student Deposit Account	24,969.29	571,231.24	575,319.83	20,880.70
Totals	$83,579.57	$838,954.80	$816,094.27	$106,440.10

Special Gifts

Statement of Receipts, Disbursements, Transfers and Balances

	Balance July 1, 1960	Transfers in	Receipts	Transfers out	Disbursements	Balance June 30, 1961
Scholarships & Fellowships						
Anonymous Scholarship #1	$ 1,000.00	$	$	$	$	$ 1,000.00
Anonymous Scholarship #2	--		300.00		300.00	--
A. S. M. E. Scholarship	200.00		200.00		200.00	200.00
Borden Agric. Fund	600.00		--		300.00	300.00
Boston Stewards Club Scholarship	--		1,100.00		1,100.00	--
H. B. Cantor	--		500.00		500.00	--
Chemical Club of New England Scholarship	--		300.00		300.00	--
Class of 1919 Scholarship	--		50.00		--	50.00
Charles M. Cox	--		600.00		300.00	300.00
Lotta Crabtree Scholarship	--		10,000.00		10,000.00	--
W. E. Dickinson	--		500.00		500.00	--
Margaret Fitz Barnes	--		100.00		100.00	--
N. I. Bowditch Speaking Contest	202.50		--		50.00	152.50
Engineering Alumni Scholarship	1,653.56		1,438.32		1,310.00	1,781.88
H. F. Jones Scholarship	--		550.00		550.00	--
Farm Bureau Scholarship	--		100.00		--	100.00
French Government Fund	434.00		--		--	434.00
George Treadwell Scholarship	--		200.00		100.00	100.00
General Telephone & Electronics Fellowship	--		2,500.00		2,072.01	427.99
Graduate School Scholarship and Loan Fund	146.50		--		140.00	6.50
Greater Springfield Panhellenic Scholarship	100.00		--		100.00	--
Hood Scholarship	--		840.00		840.00	--
Hasbrouck Scholarship	--		655.00		655.00	--
Holyoke & Northampton Garden Club Scholarship	--		200.00		100.00	100.00
Hoo Hoo Club Scholarship	--		150.00		150.00	--
ICA -C-1129 Contract	2,627.84		540.00		2,171.75	996.09
Mathematics Prize Fund	--		1,000.00		1,000.00	--
McDonald Prize Fund	13.80		--		6.20	7.60
National Defense Graduate Fellowship	8,108.56		38,351.02		43,100.00	3,359.58
Elizabeth Pigeon Scholarship	--		100.00		--	100.00
Kollmorgen Scholarship	200.00		200.00		200.00	200.00
New York Farmers Scholarship	1,000.00		1,000.00		1,000.00	1,000.00
Point IV Fund	700.00		--		--	700.00
N. F. B. A. Foundation Scholarship	250.00		--		250.00	--
E. M. Statler Scholarship	--		1,000.00		1,000.00	--
Charles M. Powell Fund	--		200.00		200.00	--
Ralston Purina Scholarship	--		500.00		500.00	--
Shawinigan Scholarship		200.00				200.00
Springfield Garden Club Scholarship	--		400.00		400.00	--
Sylvania Fund	684.56				684.56	--
Sears Roebuck Scholarship	--		2,100.00		1,800.00	300.00
University Scholarship Fund	10,643.68	1,592.05	6,191.66		11,806.00	6,621.39
L. R. Wilson Fund	2.75		--		2.50	.25
Woodrow Wilson National Fellowship	--		2,000.00			2,000.00
Totals	$28,567.75	$1,792.05	$73,866.00	--	$83,788.02	$20,437.78
Research Grants						
American Potash	120.31				43.39	76.92
American Cyanamid	429.57			429.57		--
American Chemical Society - Williams	--		6,170.00	--	--	6,170.00
F. A. Bartlett	60.73		--	60.73	--	--
Beneficial Insect	191.67		--	191.67	--	--
Berkshire County Fund	--		7,600.00		4,526.93	3,073.07
Bureau of Government Research	698.29		3,546.15		3,685.42	559.02
Boston Market Garden Seed Impts.	483.87		500.00		406.18	577.69
Chemical Spray	774.52		--		429.97	344.55
C. I. B. A.	1,730.10		--		466.36	1,263.74

Statement of Receipts, Disbursements, Transfers and Balances

Research Grants (Continued)	Balance July 1, 1960	Transfers in	Receipts	Transfers out	Disbursements	Balance June 30, 1961
Cocoa	$ 1,732.47	$	$	$	$ 782.43	$ 950.04
Carnation	--		1,500.00		551.87	948.13
Cranberry Disease Fund	--		500.00		500.00	--
Cottrell - Little	1,663.59		--		1,268.02	395.57
Cottrell - McWhorter	1,035.70		--		923.38	112.32
Cottrell - Carpino	5.64		--		--	5.64
Cottrell - Ragle	3.29		--		--	3.29
Cottrell - Stengle	--		2,000.00		1,004.87	995.13
Cottrell - Zajicek	--		3,000.00		2,679.25	320.75
Cottrell - Williams	2,500.00		--		176.11	2,323.89
Cox Fund	717.13		4,000.00		57.93	4,659.20
Dekalb Fund	248.26		1,500.00		1,475.92	272.34
Dairy Management Training Program	--		2,278.43		1,851.94	426.49
Eastern States Fund	1,444.10		3,000.00		265.51	4,178.59
Eaton Fund	11,892.58		--		3,745.62	8,146.96
Engineering	892.09		--		--	892.09
Eli Lilly	--		500.00		498.99	1.01
Fabric Research	--		2,000.00		1,845.53	154.47
Gray Chemical Fund	--		2,000.00		816.60	1,183.40
General Electric - Stein	4,915.50		5,000.00		4,030.72	5,884.78
Glass Container	20,213.84		19,000.00		22,290.34	16,923.50
Hood Foundation	2.96		--	2.96	--	--
Hoffman - La Roche Fund	200.35		--		177.13	23.22
Lawn Improvement	12.32			8.82	3.50	--
Lederle	8,432.35				52.48	8,379.87
Milk Solids Fund	1,033.26		4,050.00		4,052.31	1,030.95
New England Board of Higher Education	269.69		250.00		450.82	68.87
New York Farmers' Fund	407.91				407.91	--
Norwich Fund	687.40				--	687.40
Ocean Spray Fund	--		3,000.00		500.40	2,499.60
Perlite Fund	7.25			7.25	--	--
Petroleum Research - Stidham and Chandler	8,500.00				4,509.10	3,990.90
Petroleum Research - Stein	--		8,100.00		5,536.32	2,563.68
Petroleum Research - Carpino	9,196.34				5,135.52	4,060.82
Pest Control Operators Fund	1,328.42		1,105.17		1,078.74	1,354.85
Pfizer Fund	2,000.00		7,500.00		1,389.45	8,110.55
Phosphate Fund	1,686.93		--		1,605.47	81.46
Plax Corporation	4,991.35		--		4,706.48	284.87
Population Council - Driver	298.49		--		285.00	13.49
Research Corporation - Stidham	3,403.00		--		3,403.00	--
Research Corporation - Physics	4,016.30		1,000.00		921.68	4,094.62
Rain and Hail	1,269.22		--		710.16	559.06
Reeves Fund	164.15		--		54.30	109.85
Research Corporation - Robinson	--		1,698.89		1,228.98	469.91
Research Service - Agriculture	3,719.66	640.27	75.00		1,033.67	3,401.26
Research Trust Funds	18,734.39	44,647.40	47,320.67	80,487.18	9,303.38	20,911.90
Retailing Research Corp.	34.57		1,150.00		1,184.57	--
Springfield Sugar Products	--		600.00		456.32	143.68
Sterling - Winthrop Fund	--		1,000.00		--	1,000.00
Shawinigan - Chemistry	1,403.30		1,000.00		1,827.33	575.97
Shawinigan - Chemical Engineering	832.16		1,000.00	200.00	765.47	866.69
Shell Chemical Fund	218.40		500.00		68.08	650.32
Sire Evaluation	2,091.09		600.00		2,286.15	404.94
Stauffer Fund	405.06		300.00		290.30	414.76
Turfgrass Fund	143.05		--		73.21	69.84
Teachers Research	11,110.08	24,752.28	--	463.02	20,919.35	14,479.99
Union Carbide Fund	253.77	60.73	3,500.00		3,568.14	246.36
Uramite Fund	2,043.48				669.25	1,374.23
Weed Control	--		500.00		272.66	227.34
Wildlife Management	152.29		1,259.00		1,228.10	183.19
Walker Research Fund	2,236.10		3,500.00		4,187.66	1,548.44
Wise Fund	642.30		4,000.00		1,497.34	3,144.96
Totals	$143,680.64	$70,100.68	$157,103.31	$81,851.20	$140,163.01	$148,870.42

	Balance July 1, 1960	Transfers in	Receipts	Transfers out	Disbursements	Balance June 30, 1961
Federal Grants						
U. S. Atomic Energy Commission AT (30-1) 1378 (51)	$ 2,478.88	$	$	$	$ 2,452.16	$ 26.72
U. S. Atomic Energy Commission Equipment	11,537.79				5,582.29	5,955.50
U. S. Atomic Energy Commission (30-1) 2736	--		3,753.00	490.00	327.41	2,935.59
U. S. Atomic Energy Commission Chemistry and Electrical Engr.	--		16,000.00			16,000.00
U. S. Atomic Energy Commission Grant No. 25	160.00		--		160.00	--
U. S. Department of Agriculture #12-14-100-258	1,167.52		12,500.00		12,292.26	1,375.26
U. S. Information Agency #1A-4187-6	1,000.00		--		--	1,000.00
U. S. Office of Education SAE-8306	18,948.89		--		1,629.49	17,319.40
U. S. Air Force Office of Scientific Research #60-2	19,650.27		--		11,621.69	8,028.58
U. S. Air Force Office of Scientific Research #60-43	--	5,000.00	25,000.00		30,000.00	--
U. S. Air Force Office of Scientific Research #61-28	--		29,400.00	4,900.00	13,078.22	11,421.78
U. S. Army Ordnance G-64	--		4,986.00	831.00	407.70	3,747.30
U. S. Department of Agriculture Forest Service	127.54		1,050.00		1,005.47	172.07
U. S. Navy Bureau of Ships #78343	1,311.09	21,000.00	--		21,118.25	1,192.84
U. S. Navy - Nonr - 2151 (00) Amendment No. 5	8,969.65	6,028.63	--	5,732.39	9,265.89	--
U. S. Navy - Nonr - 3357 (00)	--	14,732.39	--		12,632.41	2,099.98
U. S. Army Contract - CML - 912	--	6,000.00	--		5,336.70	663.30
National Institutes of Health Facilities #RC-112	7,642.11	--	--		7,639.97	2.14
National Institutes of Health Facilities #RC-144	34,310.80	--	--		34,299.58	11.22
Sub-Totals	$107,304.54	$52,761.02	$92,689.00	$11,953.39	$168,849.49	$71,951.68
Research and Training Grants						
National Institutes of Health						
M-1061-C4	3,203.48				3,131.70	71.78
M-1293-C3	2,248.74	49.11			1,918.30	379.55
M-2620	50.14	7.27		57.41		--
M-2620-C1	6,660.58	57.41		7.49	6,294.37	416.13
M-3803	3,320.00				2,881.89	438.11
M-4365	--		2,300.00	300.00	1,635.72	364.28
M-4392	--		5,946.00	776.00	3,798.54	1,371.46
M-1293-C4	--	--	12,661.00	1,651.00	7,875.69	3,134.31
M-4164	--	--	5,908.00	770.00	4,752.49	385.51
M-4201	--	--	8,212.00	1,072.00	3,656.09	3,483.91
M-2620-C2	--		2,024.00	264.00	308.73	1,451.27
M-3803-C1	--		3,979.00	519.00	200.00	3,260.00
M-4164-C1	--		1,477.00	192.50	--	1,284.50
M-12943	--		250.00		250.00	--
2M-6400-C3	4,809.00	59.88		810.21	4,058.67	--
2M-6400-C4	--	810.21	15,000.00	1,171.02	12,669.49	1,969.70
2M-6244-C4	3,359.05	158.03		2,243.40	1,273.68	--
2M-6244-C5	--	2,243.40	43,107.00	2,421.03	41,963.03	966.34
A-1266-C3	2,271.66	47.72		365.81	1,953.57	--
A-1266-C4	--	365.81	7,820.00	1,067.71	3,726.27	3,391.83
A-3526-BBC(1)	955.46				955.46	--
A-3526-C1	--		5,290.00	690.00	1,936.40	2,663.60
C-4052-C1	2,277.63	18.51		145.27	2,150.87	--

Statement of Receipts, Disbursements, Transfers and Balances

	Balance July 1, 1960	Transfers in	Receipts	Transfers out	Disbursements	Balance June 30, 1961
Research & Training Grants (Cont.)						
National Institutes of Health						
C-4052-C2	$ --	$ 145.27	$ 4,847.00	$ 650.95	$ 2,636.73	$ 1,704.59
E-562-C6	5,122.36	40.30	--	308.98	4,853.68	--
E-562-C7	--	308.98	8,958.00	1,209.30	3,882.59	4,175.09
Cy-5478	--	--	24,288.00	3,168.00	2,448.51	18,671.49
E-742-C4	1,928.51	287.40	--	2,203.40	12.51	--
E-742-C5	4,592.70	2,203.40	6,430.00	1,125.40	10,915.17	1,185.53
E-1442-C4	5,774.68	--	--	--	4,642.79	1,131.89
E-1442-C5	--	--	4,026.00	525.00	2,162.32	1,338.68
E-742-C6	--	5,800.00	6,089.00	729.00	1,508.49	9,651.51
E-2771	6,307.67	85.48	--	660.38	5,732.77	--
E-2771-C1	--	660.38	5,060.00	746.14	3,355.80	1,618.44
H-2296-C5	3,441.85	516.28	--	3,958.13	--	--
H-2296-C6	6,907.52	3,958.13	--	516.28	8,253.34	2,096.03
E-2645-A	134.34	6.84	--	--	141.18	--
RG-5848-C1	7,422.48	--	--	--	7,045.75	376.73
RG-5848-C2	--	--	6,855.00	894.00	3,681.08	2,279.92
RG-5921-C1	8,753.79	312.40	--	--	6,671.06	2,395.13
RG-6377-C1	7,140.71	--	--	--	5,855.47	1,285.24
RG-5921-C2 & C2S	--	--	14,375.00	1,875.00	7,949.60	4,550.40
RG-7483 & 7483 S1	--	--	7,287.00	951.00	3,290.21	3,045.79
RG-6377-C2	--	--	2,106.00	274.75	1,067.41	763.84
Sub-Totals	$ 86,682.35	$ 18,142.21	$204,295.00	$ 34,319.56	$193,497.42	$ 81,302.58
National Science Foundation						
G-3292	147.45	.09	--	--	147.54	--
G-4021	734.47	15.25	--	--	749.72	--
G-5243	572.70	46.57	--	--	619.27	--
G-6264	1,196.34	213.88	--	--	1,410.22	--
G-7114	3,457.79	--	4,700.00	613.04	7,044.04	500.71
G-7889	13,834.17	--	--	--	13,834.17	--
G-7964	--	22.74	--	--	22.74	--
G-8710	1,071.58	--	6,000.00	782.60	6,189.85	99.13
G-9502	4,528.09	--	7,500.00	978.30	7,019.91	4,029.88
G-10918	11,740.41	--	--	--	10,333.06	1,407.35
G-11101	4,301.74	--	2,900.00	378.26	4,296.72	2,526.76
G-11212	3,698.70	3.52	670.00	--	4,372.22	--
G-11380	4,804.67	--	3,300.00	550.00	6,110.62	1,444.05
G-13128	7,166.67	--	--	--	6,990.63	176.04
G-13139	6,870.00	--	--	--	6,326.78	543.22
G-13271	2,950.00	--	3,000.00	500.00	2,392.70	3,057.30
G-13402	--	--	4,500.00	750.00	2,769.55	980.45
G-13935	--	--	6,400.00	1,066.67	3,652.50	1,680.83
G-14142	--	--	3,200.00	533.33	2,252.06	414.61
G-14652	--	--	9,000.00	1,500.00	181.30	7,318.70
G-16715	--	--	15,200.00	--	971.88	14,228.12
G-15152	--	--	4,830.00	630.00	--	4,200.00
G-15701	--	--	1,955.00	255.00	120.00	1,580.00
G-15618	--	--	3,465.00	452.00	286.32	2,726.68
G-17650	--	--	11,700.00	1,950.00	895.40	8,854.60
G-17662	--	--	3,000.00	500.00	272.91	2,227.09
G-18013	--	--	2,900.00	483.00	--	2,417.00
National Science Summer Fellowship Project	--	--	810.00	--	--	810.00
National Science - Chemical Notation Systems Project	--	--	1,000.00	--	--	1,000.00
Sub-Totals	$ 67,074.78	$ 302.05	$ 96,030.00	$ 11,922.20	$ 89,262.11	$ 62,222.52
Total - Special Gifts	$433,310.06	$143,098.01	$623,983.31	$140,046.35	$675,560.05	$384,784.98
Total - Scholarships	$ 28,567.75	$ 1,792.05	$ 73,866.00	$ --	$ 83,788.02	$ 20,437.78
Total - Industrial Grants	143,680.64	70,100.68	157,103.31	81,851.20	140,163.01	148,870.42
Total - Federal Grants	261,061.67	71,205.28	393,014.00	58,195.15	451,609.02	215,476.78
	$433,310.06	$143,098.01	$623,983.31	$140,046.35	$675,560.05	$384,784.98

Schedule B-9

Capital Outlay Appropriations

Name & Account No.	Total Appropriation	Expenditures Previous Years	Expenditures Current Years	Balance of Approp. June 30, 1961
Improvement of Land for Physical Education Playing Field, #8258-37	$170,000.00	$166,005.87	$ 2,646.51	$ 1,347.62
Certain Land with Buildings #8258-34	150,000.00	996.43	8,041.34	140,962.23
Addition to Library Books #8157-91	100,000.00	22,750.84	77,247.15	2.01
Purchase of Books #1350-26-13	100,000.00	--	100,000.00	--
Land Purchase #8262-12	371,000.00	--	--	371,000.00
Totals	$891,000.00	$189,753.14	$187,935.00	$513,311.86

Special Appropriations

	Total Appropriation	Expenditures Previous Years	Expenditures Current Years	Balance of Approp. June 30, 1961
For Certain Scholarships #1350-96-13	$ 25,000.00	$ --	$ 25,000.00	$ --
Purchase and Installation of Certain Equipment #8259-52	100,000.00	98,345.61	960.45	693.94
Addition to Sewage Plant #1350-27	100,000.00	--	100,000.00	--
Totals	$225,000.00	$ 98,345.61	$125,960.45	$ 693.94

Schedule C

Analysis of General Maintenance Appropriation
by Subsidiary Accounts

Code No.	Subsidiary Accounts	Appropriation	Available for Expenditures	Total Exp. and Encumbrances	Balance of Approp. June 30, 1961
01	Salaries, Perm. Positions	$6,887,030.00	$6,887,030.00	$6,839,781.77	$47,248.23
02	Salaries, Other	731,744.00	731,744.00	690,628.58	41,115.42
03	Services, Non-Employees	431,500.00	431,500.00	425,855.61	5,644.39
04	Food for Persons	42,000.00	42,000.00	41,806.01	193.99
05	Clothing	800.00	800.00	777.54	22.46
06	Housekeeping Supp. & Exp.	40,000.00	40,000.00	39,997.24	2.76
07	Lab., Med. & General Care	8,700.00	8,700.00	8,635.87	64.13
08	Heat and Other Plant Op.	481,000.00	481,000.00	480,954.79	45.21
09	Farm and Grounds	72,000.00	72,000.00	71,817.96	182.04
10	Travel & Auto. Expenses	78,000.00	78,000.00	77,998.13	1.87
11	Advertising & Printing	44,900.00	44,900.00	42,526.47	2,373.53
12	Reprs., Alt. & Additions	200,000.00	200,000.00	199,734.29	265.71
13	Special Supplies & Exp.	210,000.00	210,000.00	208,814.52	1,185.48
14	Office & Admin. Exp.	131,900.00	131,900.00	131,663.66	236.34
15	Equipment	83,604.00	83,604.00	83,480.81	123.19
16	Rentals	759,265.00	759,265.00	759,215.77	49.23
18	Special Outlay	2,000.00	2,000.00	1,581.00	419.00
	Totals	$10,204,443.00	$10,204,443.00	$10,105,270.02	$99,172.98*
	Other Maintenance:				
3304-44	Inland Fish & Game	$ 8,100.00	8,100.00	7,864.47	235.53*
1350-11-10	Recruitment of University President	2,500.00	2,500.00	2,500.00	--
1350-21	Research with Federal Grants	79,276.37	43,347.68	31,478.50	47,797.87**
1350-35-14	Entertainment of Distinguished Visitors	2,000.00	2,000.00	2,000.00	--
1350-36-16	Rental of President's House	1,200.00	1,200.00	1,000.00	200.00*

*Balances reverted to State Treasurer

**$47,797.87 carried forward

Schedule D

Summary of State General Maintenance and Federal Appropriation Expenditures by Budgetary Divisions

	State	Federal	Total	% of Total
Administration	$ 428,008.58	$ ---	$ 428,008.58	3.9
Instruction	5,487,000.28	103,589.81	5,590,590.09	50.4
Extension Service	483,709.66	455,223.64	938,933.30	8.4
Experiment Station	777,134.87	433,791.86	1,210,926.73	11.0
Control Services	410,966.91		410,966.91	3.7
Operation of Plant	2,433,124.30		2,433,124.30	21.9
Boarding Hall	85,325.42		85,325.42*	.7
Totals	$10,105,270.02	$992,605.31	$11,097,875.33	100.0

*Covers July and August 1960 only; operated as University Trust Fund beginning September 1, 1960 as authorized by Chapter 507 of the Acts of 1960.

Schedule E

State General Maintenance Appropriation

Comparative Statement of Expenditures by Budgetary Divisions

Division	1959 Amounts	1959 % of Total	1960 Amounts	1960 % of Total	1961 Amounts	1961 % of Total
Administration	$ 351,378.23	4.2	$ 389,832.44	4.2	$ 428,008.58	4.2
Instruction	4,073,181.68	48.8	4,618,502.69	49.2	5,487,000.28	54.3
Extension Service	398,741.35	4.8	430,921.57	4.6	483,709.66	4.8
Experiment Station	624,511.15	7.5	670,123.56	7.1	777,134.87	7.7
Control Services	381,829.49	4.6	385,222.16	4.1	410,966.91	4.1
Operation of Plant	1,825,149.43	21.9	2,106,856.02	22.4	2,433,124.30	24.1
Boarding Halls	691,163.02	8.2	788,267.31	8.4	85,325.42*	.8
Totals	$8,345,954.35	100.0	$9,389,725.75	100.0	$10,105,270.02	100.0

*Covers July and August 1960 only; operated as University Trust Fund beginning September 1, 1960 as authorized by Chapter 507 of the Acts of 1960.

By Subsidiary Accounts

Code No.		1959	1960	1961
01	Salaries	$5,263,095.56	$5,584,719.66	$ 6,839,781.77
02	Salaries, Other	689,359.12	987,579.15	690,628.58
03	Services, Non-Employees	354,551.69	409,940.46	425,855.61
04	Food	396,932.05	458,771.23	41,806.01
05	Clothing	729.15	691.76	777.54
06	Housekeeping Supplies & Expenses	45,465.41	47,608.90	39,997.24
07	Laboratory, Medical & General Care	4,858.17	4,936.42	8,635.87
08	Heat and Other Plant Operations	392,978.18	427,722.60	480,954.79
09	Farm and Grounds	74,923.78	75,541.70	71,817.96
10	Travel and Automotive Expenses	74,997.05	73,997.21	77,998.13
11	Advertising and Printing	33,277.93	41,448.01	42,526.47
12	Repairs, Alterations and Additions	168,682.31	139,811.60	199,734.29
13	Special Supplies and Expenses	149,702.96	179,803.50	208,814.52
14	Office and Administrative Expenses	134,498.23	124,175.35	131,663.66
15	Equipment	4,505.78	74,821.81	83,480.81
16	Rentals	556,184.38	756,943.79	759,215.77
18	Special Outlays	1,212.60	1,212.60	1,581.00
	Totals	$8,345,954.35	$9,389,725.75	$10,105,270.02

Schedule F

State General Maintenance Appropriation

Summary of Expenditures by Budgetary Divisions and Subsidiary Accounts

	Administration	Instruction	Extension	Exp. Station	Control	Operation of Plant	Boarding Halls	Totals
Salaries, Perm.	$331,667.28	$4,317,996.55	$429,180.99	$573,551.28	$331,632.65	$ 809,759.06	$45,993.96	$ 6,839,781.77
Salaries, Other	18,180.78	330,165.42	25,828.13	140,860.02	20,103.27	152,273.92	3,217.04	690,628.58
Services, Non-E.	13,562.42	350,288.93	4,443.16	9,863.15	19,594.94	25,242.31	2,860.70	425,855.61
Food		9,309.75					32,496.26	41,806.01
Clothing		324.57		52.92		400.05		777.54
Housekeeping Supplies		12,686.41		243.00	4.71	26,318.45	744.67	39,997.24
Laboratory, Medical & Gen.		8,635.87						8,635.87
Heat & Other		457.02		12.50		480,485.27		480,954.79
Farm and Grounds		53,195.93		16,510.50	172.98	1,938.55		71,817.96
Travel & Auto.	4,438.19	31,081.36	16,560.93	7,575.18	11,879.23	6,463.24		77,998.13
Advert. & Print.	18,868.15	16,696.38	3,330.62	1,982.06	1,459.32	189.94		42,526.47
Repr., Alt. & Add.	1,049.19	22,905.43	1,018.39	9,436.89	757.03	164,567.36		199,734.29
Special Supp.&Exp.	2,333.26	179,683.18	564.63	6,629.49	19,594.37	7.70	1.89	208,814.52
Office & Admin.	14,044.15	88,712.20	2,725.31	2,255.84	1,738.21	22,177.05	10.90	131,663.66
Equipment	3,942.76	50,277.13		1,063.57	4,030.20	24,167.15		83,480.81
Rentals	19,922.40	14,584.15	57.50	7,098.47		717,553.25		759,215.77
Special Outlay	--					1,581.00		1,581.00
Totals	$428,008.58	$5,487,000.28	$483,709.66	$777,134.87	$410,966.91	$2,433,124.30	$85,325.42	$10,105,270.02

Schedule G

1960-1961 Fiscal Year Expenditures Summary
By Budget Divisions and Departments

Dept. Code	State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total
A **Executive Order:**				
A 11 Trustees	$	$ 1,773.59	$	$ 1,773.59
A 12 President's Office	31,761.63	11,171.97		42,933.60
A 13 Secretary's Office	16,977.50	18.75		16,996.25
A 14 Alumni	10,635.00	354.63		10,989.63
A 15 Publications	20,982.97	17,723.16		38,706.13
A 16 Centennial		22.56		22.56
Totals	80,357.10	31,064.66		111,421.76
B 11 Financial Management	163,976.36	31,869.59	8,469.11	204,315.06
C 11 Business Management	85,930.53	860.36		86,790.89
D 11 Construction & Maintenance	33,146.49	803.49		33,949.98
E **Provost's Office:**				
E 11 Provost's Office	50,076.92	2,132.97	1,337.66	53,547.55
E 12 Admissions & Registrar	65,046.91	8,310.16	3,162.60	76,519.67
Totals	115,123.83	10,443.13	4,500.26	130,067.22
F **Student Personnel:**				
F 22 Dean of Men	69,826.61	1,390.92	1,776.93	72,994.46
F 23 Dean of Women	77,987.39	1,211.11		79,198.50
F 24 Placement Office	55,226.48	2,327.46		57,553.94
F 25 Student Health	86,385.68	10,483.82		96,869.50
F 26 Guidance Service	23,478.22	2,831.25		26,309.47
F 27 Faculty Proctors	17,455.51			17,455.51
F 28 Testing Counseling	15,536.17			15,536.17
Totals	345,896.06	18,244.56	1,776.93	365,917.55
G 11 Library	176,654.41	80,796.77		257,451.18
H 11 Audio Visual	23,019.83	7,202.64		30,222.47
J **College of Arts and Sciences:**				
J 11 Dean's Office	13,615.03	1,878.76		15,493.79
J 12 Economics	68,664.79	947.56		69,612.35
J 14 English	262,734.54	1,589.24	8,385.33	272,709.11
J 16 German	85,114.35	220.51		85,334.86
J 17 Government	83,979.14	1,000.05	14,239.92	99,219.11
J 18 History	136,690.08	774.63	614.37	138,079.08
J 19 Music	36,689.45	2,512.58		39,202.03

1960-1961 Fiscal Year Expenditures Summary
By Budget Divisions and Departments

Dept. Code	State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total
J **College of Arts & Sciences** (Cont.)				
J 20 Philosophy	$ 32,578.93	$ 346.75	$ 110.95	$ 33,036.63
J 21 Psychology	78,700.16	2,271.47	101,330.89	182,302.52
J 23 Romance Language	133,174.39	2,435.11	1,394.04	137,003.54
J 24 Sociology	86,105.28	1,171.82	801.90	88,079.00
J 25 Speech	73,679.60	390.30		74,069.90
J 26 Art	35,336.35	1,441.66		36,778.01
J 27 Astronomy	8,809.05		243.01	9,052.06
J 32 Public Health	85,707.65	6,060.63	13,790.25	105,558.53
J 33 Botany	93,096.62	5,942.28	13,723.24	112,762.14
J 34 Chemistry	192,209.98	32,409.84	77,362.04	301.981.86
J 35 Entomology				
J 36 Geology & Mineralogy	75,078.79	6,145.44	1,430.00	82,654.23
J 37 Mathematics	164,603.25	1,941.17	2,423.36	168,967.78
J 38 Physics	127,634.92	1,811.81	8,625.73	138,072.46
J 39 Zoology	121,384.45	15,077.19	53,544.45	190,006.09
Totals	1,995,586.80	86,368.80	298,019.48	2,379,975.08
K **College of Agriculture:** (Instruction)				
K 01 Dean of College of Agriculture	16,578.75	1,997.94		18,576.69
K 02 Agric. Communications	9,714.50	24.44		9,738.94
K 03 Agric. Economics	32,814.00	1,581.95		34,395.95
K 04 Agric. Engineering	45,567.42	3,152.84		48,720.26
K 05 Agronomy	39,908.50	617.60	784.50	41,310.60
K 06 Dairy & Animal Science	73,323.86	11,900.03		85,223.89
K 07 Entomology & Pathology	73,508.39	2,857.81	4,120.99	80,487.19
K 08 Farm Service	248,238.70	51,431.52		299,670.22
K 09 Floriculture	77,582.12	2,364.50	4,460.70	84,407.32
K 10 Food Technology	53,765.24	1,841.83	3,547.00	59,154.07
K 11 Forestry	60,602.20	3,826.46	5,600.23	70,028.89
K 12 Landscape Architecture	58,146.89	1,251.12		59,398.01
K 15 Poultry	19,522.05	9,428.78		28,950.83
K 16 Veterinary Science	9,460.50		45.51	9,506.01
Sub-Totals	818,733.12	92,276.82	18,558.93	929,568.87
(Extension Service)				
K 21 Director's Office	37,552.14	237.31	154,412.11	192,201.56
K 22 Agric. Communications	73,094.75	3,730.64	11,077.52	87,902.91
K 23 Agric. Economics	62,562.37	4,302.19	44,865.17	111,729.73
K 24 Agric. Engineering	24,555.84	577.68	5,428.30	30,561.82
K 25 Agronomy	12,841.17	646.89	2,768.99	16,257.05
K 26 Dairy & Animal Science	44,076.41	2,541.92	1,505.81	48,124.14
K 28 Cranberry Station	11,460.00	450.55		11,910.55

1960-1961 Fiscal Year Expenditures Summary
By Budget Divisions and Departments

Dept. Code	State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total
K College of Agriculture (Cont.)				
(Extension Service)				
K 29 Entomology & Pathology	19,884.65	401.11	4,900.00	$ 25,185.76
K 30 Floriculture	30,080.60	2,365.01	3,295.25	35,740.86
K 31 Food Technology	8,656.05	501.35	16,415.98	25,573.38
K 32 Forestry	11,687.18	234.34	207.75	12,129.27
K 33 4-H	13,535.89	4,127.39	40,457.35	58,120.63
K 34 Home Economics	65,240.42	2,810.98	41,130.62	109,182.02
K 35 Landscape Architecture				
K 38 Poultry	4,393.26	709.35	9,564.85	14,667.46
K 39 Veterinary Science	14,475.65	599.76		15,075.41
K 40 Waltham Field Station	17,468.48		5,745.00	23,213.48
K 41 Ext. Div. of Agric.	7,887.42	20.91	20,811.33	28,719.66
Sub-Totals	459,452.28	24,257.38	362,586.03	846,295.69
(Experiment Station)				
K 51 Director's Office	29,511.00	1,159.94	2,732.80	33,403.74
K 52 Agric. Communications	12,028.00	680.32		12,708.32
K 53 Agric. Economics	48,084.76	282.77	45,627.54	93,995.07
K 54 Agric. Engineering	25,962.86	1,696.09	18,956.75	46,615.70
K 55 Agronomy	35,129.93	765.48	19,401.35	55,296.76
K 56 Dairy & Animal Science	37,984.54	478.34	46,073.89	84,536.77
K 57 Bacteriology	16,324.49	995.23	12,090.79	29,410.51
K 58 Botany				
K 59 Chemistry	14,935.40	397,63	11,917.35	27,250.38
K 60 Cranberry Station	60,004.98	1,841.11	24,702.80	86,548.89
K 62 Entomology & Pathology	41,235.06	1,272.79	31,242.12	73,749.97
K 63 Farm Service	101,182.23	22,085.24		123,267.47
K 64 Floriculture	52,621.99	2,438.69	28,624.93	83,685.61
K 65 Food Technology	31,562.69	119.46	50,879.11	82,561.26
K 66 Forestry	13,791.82	487.74	18,358.23	32,637.79
K 67 Home Economics	17,475.15	299.79	29,061.88	46,836.82
K 68 Landscape Architecture		215.19		215.19
K 71 Poultry	22,693.06	10,137.50	27,041.32	59,871.88
K 72 Veterinary Science	24,614.10	1,415.77	30,721.41	56,751.28
K 73 Waltham Field Station	135,439.89	6,091.34	25,073.41	166,604.64
K 74 Shade Tree				
K 75 Feed, Fertilizer	3,692.50			3,692.50
Sub-Totals	724,274.45	52,860.42	422,505.68	1,199,640.55
(Control Service)				
K 82 Dairy Cattle	16,549.54	942.43		17,491.97
K 84 Dairy Laws	65,857.41	8,366.61		74,224.02
K 85 Shade Tree	80,210.19	5,609.11		85,819.30
K 86 Veterinary Science	175,828.47	24,717.90	3,681.67	204,228.04
K 87 Waltham Field Station	32,885.25			32,885.25
Sub-Totals	371,330.86	39,636.05	3,681.67	414,648.58
Totals	2,373,790.71	209,030.67	807,332.31	3,390,153.69

Schedule G (Continued)

1960-1961 Fiscal Year Expenditures Summary
By Budget Divisions and Departments

	State Funds	State Funds	Other Funds	
Dept. Code	Salaries and Wages	Other Expenditures	Salaries and Wages*	Net Total
L **School of Business Administration**:				
L 11 Dean of Business Admin.	$ 22,749.24	$ 4,237.41	$ 55.00	$ 27,041.65
L 12 Accounting	43,247.46	220.98		43,468.44
L 13 General Business & Finance	50,185.92	200.07	91.50	50,477.49
L 14 Management	35,781.00	241.71	300.00	36,322.71
L 15 Marketing	18,327.81	96.70	8,316.00	26,740.51
Totals	170,291.43	4,996.87	8,762.50	184,050.80
M **School of Engineering**:				
M 11 Dean of Engineering	38,764.72	3,160.86	62,713.47	104,639.05
M 12 Chemical Engineering	35,553.31	7,409.50	9,395.80	52,358.61
M 13 Civil Engineering	101,257.97	6,781.97	32,233.59	140,273.53
M 14 Mechanical Engineering	176,488.57	8,678.13	17,544.13	202,710.83
M 15 Electrical Engineering	122,073.07	9,711.65		131,784.72
Totals	474,137.64	35,742.11	121,886.99	631,766.74
N 11 School of Home Economics	71,021.24	4,770.59	20,324.59	96,116.42
O 11 School of Nursing	74,306.60	4,791.61	14,369.27	93,467.48
P **School of Physical Education**:				
P 11 Dean of Physical Education	134,489.43	15,971.62		150,461.05
P 12 Physical Education for Men	94,802.00	6,740.48		101,542.48
P 13 Physical Education for Women	94,287.16	6,227.96		100,515.12
P 14 Athletics	18,144.34	29.40	205,375.84	223,549.58
P 15 Recreation	15,125.20	1,209.25		16,334.45
Totals	356,848.13	30,178.71	205,375.84	592,402.68
Q 11 School of Education	123,376.66	6,664.62	3,467.76	133,509.04
R **Division of Military Science**:				
R 11 Air ROTC	4,694.94	533.62		5,228.56
R 12 Armored ROTC	15,125.85	125.63		15,251.48
Totals	19,820.79	659.25		20,480.04
S 11 Graduate School	80,442.60	2,549.53	44,778.37	127,770.50
T 11 Bureau of Government Research	39,182.28	3,608.08		42,790.36
U 11 Summer School	106,626.48	239.56		106,866.04

1960-1961 Fiscal Year Expenditures Summary
By Budget Divisions and Departments

Dept. Code	State Funds Salaries and Wages	State Funds Other Expenditures	Other Funds Salaries and Wages*	Net Total
X Operation of Plant:				
X 11 Expense	$ 135,447.24	$ 779,018.26	$	$ 914,465.50
X 12 CM&P, HP&E		67,515.65		67,515.65
X 14 Janitor M & S		20,914.50		20,914.50
X 16 Coal Haul. Freight		245,600.07		245,600.07
X 21 Maint. & Repairs	211,456.36	67,720.38		279,176.74
X 22 Administration	29,985.48	1,734.16		31,719.64
X 23 Campus Security	46,795.70	747.03		47,542.73
X 24 Custodial	356,507.31	1,264.56		357,771.87
X 25 Grounds	56,313.97	5,396.67		61,710.64
X 26 Motor Pool	36,387.05	31,050.68		67,437.73
X 27 Dormitory Rentals		441.95		441.95
X 28 Waltham Utilities		15,530.05		15,530.05
X 29 E. Wareham Utilities		1,277.41		1,277.41
X 31 Telephone Service	3,587.55	22,394.90		25,982.45
X 32 Warehouse	21,929.83	184.66		22,114.49
X 33 Power Plant	88,864.80	185,058.08		273,922.88
Totals	987,275.29	1,445,849.01		2,433,124.30
Y Boarding Halls:				
Y 11 Expense	52,071.70	760.66	465,867.94	518,700.30
Y 12 Materials & Supplies		32,493.06	481,786.03	514,279.09
Totals	52,071.70	33,253.72	947,653.97	1,032,979.39
Z Student Union:				
Z 11 Student Union Fund			148,577.32	148,577.32
Z 12 Student Union Food Fund			182,287.78	182,287.78
Z 13 Student Union Store Fund			66,280.62	66,280.62
Z 14 RSO			4,249.94	4,249.94
Totals			401,395.66	401,395.66
200 Chemical Supplies		69.22		69.22
300 Chemical Supplies		231.49		231.49
400 Other Miscellaneous			1,455.41	1,455.41
600 Duplicating Supplies		10,449.54		10,449.54
700 Duplicating Supplies		10,694.26		10,694.26
800 Contingency Reserve		6,326.40		6,326.40
900 Reserve Accounts	7,383.00	92,745.32		100,128.32
Total Expenditures	$7,956,265.96	$2,149,004.06	$2,889,568.45	$12,994,838.47

*Expenditures, other than for Salaries and Wages, not distributed by all budget divisions and departments.

Schedule H

Boarding Halls*

Statement of Receipts and Expenditures

Receipts:			
Income	$1,100,321.95		
Less: Student Refunds	63,038.30		
Net Receipts		$1,037,283.65	
Expenditures:			
Salaries and Wages	341,329.44		
Food Purchases	406,784.32		
Other Expenditures	137,166.31		
		885,280.07	
Excess of Receipts over Expenditures			$152,003.58

*As authorized by Chapter 507 of the Acts of 1960, the Boarding Halls started operating as a University Trust Fund effective September 1, 1960. Therefore, this report covers only a ten-month period.

Schedule I

Intercollegiate Athletics

Statement of Receipts, Disbursements and Balances

Balance July 1, 1960			$ 46,481.90	
Receipts:				
Student Fees	$119,862.25			
Other	92,630.56			
		$212,492.81		
Less:				
Refund of Fees		2,020.61		
Net Receipts			210,472.20	
Net Total Available				$256,954.10
Disbursements:				
Intercollegiate Athletics	$ 74,156.43			
Intramural and Other Programs	13,042.85			
Athletic Injury Care	1,784.65			
Cheerleaders	549.34			
Travel	11,322.49			
Sports Information	15,607.27			
Barber Fund	71,549.15			
Operation Expenses	13,488.62			
Capital Outlay	3,688.70			
Total Disbursements				205,189.50
Balance June 30, 1961				$51,764.00

Athletic Reserve Account

Balance July 1, 1960	$ 1,076.85
Interest on Savings Account	40.37
Balance June 30, 1961	$ 1,117.22

Schedule J

Recognized Student Organizations
Statement of Receipts, Disbursements and Balances
Year Ended June 30, 1961

Balance July 1, 1960:			
The First National Bank of Amherst		$ 11,639.94	
Amherst Savings Bank		49,969.62	
Total			$ 61,609.56
Receipts:			
Student Fees	$137,878.00		
Less Refunds	2,284.01		
		135,593.99	
Cash Deposits		103,569.61	
Transfers		160,949.55	
			400,113.15
Total			$461,722.71
Disbursements:			
Cash		245,372.85	
Transfers		160,949.55	
			$406,322.40
Balance June 30, 1961:			
Cash in Transit		$ 2,430.35	
The First National Bank of Amherst		1,363.02	
Amherst Savings Bank		51,606.94	
			55,400.31
Total			$461,722.71

Schedule K-1

Student Union - University Store Fund
Statement of Income and Expenses
July 1, 1960 to June 30, 1961

		Supplies	Books	Totals
Sales		$225,255.47	$314,421.75	$539,677.22
Cost of Goods Sold:				
Inventory 7/1/60		43,973.06	53,900.81	97,873.87
Net Purchases		157,339.64	263,848.26	421,187.90
		201,312.70	317,749.07	519,061.77
Less Inventory 6/30/61		46,770.14	54,445.43	101,215.57
Cost of Goods Sold		154,542.56	263,303.64	417,846.20
Gross Profit on Sales		70,712.91	51,118.11	121,831.02
Other Income:				
Post Office				2,000.04
Miscellaneous Income				73.33
Gross Profit from Operations				$123,904.39
Expenses:				
Transportation in - General			$ 31.15	
Transportation Out			551.18	
Miscellaneous Expense			174.01	
Selling Expenses:				
Permanent Payroll	$22,493.28			
Student Payroll	2,062.93			
Supplies	272.27			
Insurance	102.00			
Depreciation	410.71			
Repairs & Maintenance	18.00			
Telephone & Telegraph	501.14			
Postage	200.00			
Advertising	800.54			
Laundry	102.40			
Miscellaneous	2,637.25		29,600.52	
Administrative Expenses:				
Permanent Payroll	32,750.78			
Student Payroll	988.16			
Supplies	14.62			
Insurance	929.97			
Depreciation	336.09			
Repairs & Maintenance	767.40			
Telephone & Telegraph	120.40			
Postage	201.60			
Travel	620.17			
Miscellaneous	840.43			
Employees Group Insurance	567.85		38,137.47	
Warehouse & Storage Expenses:				
Permanent Payroll	10,461.66			
Student Payroll	533.31			
Depreciation	31.39			
Repairs & Maintenance	335.46		11,361.82	
Total Expenses				79,856.15
Excess of Income over Expenses				$44,048.24

Above statement prepared by Student Union

Schedule K-2

Student Union - University Store Fund
Balance Sheet - June 30, 1961

ASSETS		
Cash on Hand		$ 2,348.85
Cash in Bank		56,523.32
Cash in Transit		3,353.41
Contribution to S. U. Reserve Fund		8,559.93
Accounts Receivable		2,623.02
Prepaid Books		64.03
Inventory		101,215.57
Store Equip.	$8,194.60	
Less Depr.	1,718.87	6,475.73
Office Equip.	4,228.79	
Less Depr.	977.24	3,251.55
Whse & Storage Equipment	378.84	
Less Depr.	110.33	268.51
		$184,683.92

LIABILITIES AND CAPITAL		
Accounts Payable		$ 5,973.70
Accrued Salaries		881.40
Sales Tax Payable		478.13
Contingencies Reserve		59.25
Free Capital	168,731.51	
S U Reserve Fund	8,559.93	
Capital		177,291.44
		$184,683.92

Capital Account

Capital Account July 1, 1960	$148,243.20
Less Transfer to Student Union General Fund	15,000.00
	133,243.20
Excess of Income over Expenses for the Year	44,048.24
Net Worth as of July 1, 1961	$177,291.44

Above statement prepared by Student Union.

Student Union - Food Service Fund
Statement of Income and Expenses
July 1, 1960 to June 30, 1961

Counter Sales	$444,381.14	
Catering Sales	46,923.16	
Total Sales	491,304.30	
Miscellaneous Operating Income	2,008.80	
Total Income		$493,313.10
COST OF GOODS SOLD		
Inventory 7/1/60	4,159.63	
Food Purchases	220,226.33	
	224,385.96	
Inventory 6/30/61	3,946.27	
Cost of Goods Sold		220,439.69
Gross Profit on Sales		272,873.41
EXPENSE		
Salaries - Permanent Payroll	182,089.25	
Salaries - Student Payroll	3,570.61	
Supplies	17,869.43	
Repairs, Maintenance & Additions	8,464.20	
Advertising	9.28	
Laundry	6,820.12	
Miscellaneous Expense	218.86	
China and Silver	1,944.83	
Uniforms	61.00	
Utilities	1,130.58	
Depreciation Expense	1,460.57	
Employees Group Insurance	1,498.60	
Travel and Conventions	239.26	
Total Expense		225,376.59
Excess of Income over Expense		$ 47,496.82

Above statement prepared by Student Union.

Student Union - Food Service Fund
Balance Sheet - June 30, 1961

ASSETS			LIABILITIES AND CAPITAL		
Cash on Hand		$ 900.00	Accounts Payable		$10,204.39
Cash in Bank		44,403.03	Accrued Wages		2,314.96
Cash in Transit		3,246.02	Mass. Old Age Tax Payable		365.58
Contribution to S. U. Reserve		27,795.84	Free Capital	$62,348.48	
Accounts Receivable		5,367.24	S. U. Reserve Fund	27,795.84	
Inventory 6/30/61		3,946.27	Capital		90,144.32
Equipment	20,168.97				
Less Depreciation	2,798.12	17,370.85			
		$103,029.25			$103,029.25

Capital Account

Capital July 1, 1960	$ 77,647.50
Transfers to Student Union General Fund	35,000.00
	42,647.50
Excess of Income over Expense for the Year	47,496.82
Net Worth as of June 30, 1961	$ 90,144.32

Above statement prepared by Student Union.

Schedule K-5

Student Union - General Fund
Statement of Income and Expenditures
July 1, 1960 - June 30, 1961

Income		
Student Fees, Less Refunds	$122,222.36	
Student Activities Tax - Senate	7,500.00	
Transfer from Food Service	35,000.00	
Transfer from University Store	15,000.00	
Conference Services	174,061.05	
Games Area	34,180.67	
Rentals & Custodial Fees	4,962.24	
Office Services	3,334.75	
Lobby Counter Sales	58,940.35	
Other Activities	5,066.96	
Total Income for the Year		$460,268.38
Expenditures		
Administrative	$ 40,863.62	
Maintenance	44,260.86	
Games Area	26,627.02	
Student Activities	24,449.79	
Conference Services	172,278.67	
Office Services	2,741.22	
Lobby Counter	58,002.22	
Other Activities	317.19	
Building Rental	80,000.00	
Total Expenditures for the Year		449,540.59
Excess of Income over Expenditures		$ 10,727.79

Above statement prepared by Student Union.

Schedule K-6

Student Union - General Fund
Balance Sheet - June 30, 1961

ASSETS			LIABILITIES AND CAPITAL		
Cash on Hand		$ 4,050.00	Accounts Payable		$ 27,314.23
Cash in Bank		27,189.94	Accrued Wages		2,437.29
Cash in Transit		28,484.75	Conference Advance Receipts		100.00
Contribution to SU Reserve Fund		17,303.38	Junior Executive Training Acct.		218.44
			Restricted Gifts		500.00
Accounts Receivable		5,273.49	Free Capital	$55,874.81	
Lobby Counter Inventory		1,200.71	SU Reserve Fund	17,303.38	
Equipment	$21,716.30		Capital		73,178.19
Less Depr.	1,470.42	20,245.88			
		$103,748.15			$103,748.15

Capital Account

Capital July 1, 1960	$62,450.40
Plus excess of Income over Expenditures	10,727.79
Net Worth as of June 30, 1961	$73,178.19

Above statement prepared by Student Union.

Schedule K-7

Student Union - Reserve Fund
Balance Sheet - June 30, 1961

ASSETS		RESERVES	
Cash	$54,482.31	Reserve for Equipment Replacements:	
		Student Union General Fund	$17,303.38
		Student Union Food Service	27,795.84
		S.U. University Store Fund	8,559.93
		Interest	823.16
	$54,482.31		$54,482.31

Above statement prepared by Student Union.

Schedule L

Inventory of Land

Location	Acreage	Assessed Valuation June 30, 1961
Amherst	529.80	$2,546,500.00
Hadley	232.94	33,000.00
Amherst	46.00	500.00
Pelham	.50	100.00
Pelham	1,196.00	20,000.00
Belchertown	4.00	50.00
Sunderland	726.20	8,000.00
Leverett	28.80	270.00
East Wareham	26.77	11,550.00
Waltham	58.80	92,450.00
TOTAL	2,849.81	$2,712,420.00

Schedule L-1

Inventory of Buildings and Structures

Year Constructed	Location	Description		Assessed Valuation June 30, 1961
1919	Amherst	Adams Hall (Dormitory)		$ 128,175.00
1940	Amherst	Butterfield Hall (Dormitory)		232,598.00
1948	Amherst	Berkshire House (Dormitory)		165,266.00
1948	Amherst	Hampshire (Married Students)		165,266.00
1948	Amherst	Middlesex House (Dormitory)		163,800.00
1948	Amherst	Plymouth House (Dormitory)		165,266.00
1948	Amherst	Suffolk House (Married Students)		163,300.00
1940	Amherst	Lewis Hall (Dormitory)		177,019.00
1935	Amherst	Thatcher House (Dormitory)		193,950.00
1869	Amherst	Blaisdell House (Residence)		4,000.00
1928	Amherst	Conklin Garage		7,500.00
1928	Amherst	Conklin House (Residence)		
1909	Amherst	David House (Residence)		1,200.00
1909	Amherst	David Barn		
1923	Hadley	Farm Bungalow #1		15,470.00
1923	Hadley	Farm Bungalow #2		
1914	Hadley	Swine Barn		
1927	Hadley	Bungalow Garage & Office		
1911	Hadley	Sheep Barn		
1940	Hadley	Portable Units (8) Sheep	Shelters	
1940	Hadley	Portable Units (8) Sheep		
1940	Hadley	Portable Units (2) Swine		
1940	Hadley	Portable Units (2) Swine		
1914	Amherst	Milker's Bungalow		2,100.00
1910	Amherst	Harlow House (Perry) & Barn		2,550.00
1922	Amherst	Hilton House		9,400.00
1922	Amherst	Hilton Garage & Barn		300.00
1867	Amherst	Mellen's House (Residence)		1,200.00
1884	Amherst	President's House		19,000.00
1955	Amherst	Montague House		8,000.00
1939	Amherst	Tillson Garage		384.00
1926	Amherst	Tillson House		6,714.00
1867	Amherst	Homestead (Practice House)		14,800.00
1867	Amherst	Stockbridge House		9,100.00
1911	Amherst	Waiting Station (Shelter)		500.00
1930	Amherst	Scale House		250.00
1961	Amherst	Air Dry Kiln		2,500.00
1918	Sunderland	Mt. Toby Shed		750.00
1918	Sunderland	Mt. Toby House		1,500.00
1961	Pelham	Mt. Lincoln Radio Station		1,500.00
1929	Amherst	Garage (6-car)		2,500.00
1918	Amherst	Grounds Tool Shed & Garage		245.00
1953	Amherst	Animal Isolation Laboratory		98,500.00
1957	Amherst	Animal Disease (Thayer) Laboratory		50,000.00
1911	Amherst	Apiary Laboratory		3,000.00
1951	Amherst	Boiler House (Heat Supply)		3,157,869.00
1959	Amherst	Boiler House Addition (Ht. Supply)		
1937	Amherst	Bowditch Lodge (4-H)		5,400.00

Schedule L-I (Continued)

Inventory of Buildings and Structures

Year Constructed	Location	Description	Assessed Valuation June 30, 1961
1925	Amherst	Cavalry Barns	$ 16,500.00
1950	Amherst	R. O. T. C. Garage	63,800.00
1885	Amherst	Chapel - Classrooms	76,288.00
1922 & 59	Amherst	Goessmann Laboratory (Chemistry) & Addition	2,896,900.00
1907	Amherst	Clark Hall (Botany) Labs. & Classrooms)	67,400.00
1907	Amherst	Clark Hall Greenhouse)	
1953	Amherst	Dining Commons	985,300.00
1961	Amherst	Dining Commons Addition	504,475.00
1903	Amherst	Draper Hall Classrooms)	296,529.00
1947	Amherst	Draper Hall Annex Storage)	
1889	Amherst	East Experiment Station Laboratory	14,000.00
1949	Amherst	Elm Disease Control Laboratory (Shade Trees)	23,400.00
1949	Amherst	Gunness Laboratory (Engineering)	374,500.00
1950	Amherst	Engineering Building (Elec.) Labs. & Classrms.	1,120,753.00
1949	Amherst	Engineering Annex Classrooms	118,500.00
1915	Amherst	Engineering Shops Labs. & Classrooms	28,550.00
1933	Amherst	Farley 4-H Club House Lodge	3,500.00
1955	Amherst	Durfee Range (Greenhouse)	69,684.00
1910	Amherst	Fernald Hall (Entomology) Laboratory	80,000.00
1910	Amherst	Fernald Hall Greenhouse	825.00
1911	Amherst	Fisher Laboratory (Cold Storage)	24,616.00
1912	Amherst	Flint Laboratory (Dairy Science)	210,723.00
1930	Amherst	Chenoweth Laboratory (Food Technology)	69,966.00
1867	Amherst	Forestry - Classrooms & Lab.)	5,180.00
1867	Amherst	Forestry Annex - Classrooms & Lab.)	
1909	Amherst	French Hall (Hort. & Flori.) Labs. & Classrms.	74,356.00
1908	Amherst	French Hall Greenhouse	25,500.00
1915	Amherst	Infirmary Group (3 bldgs.)	34,300.00
1960	Amherst	Bartlett Hall Classrooms and Laboratories	2,181,125.00
1931	Amherst	Lumber Shed (Ravine)#1 Storage	2,150.00
1931	Amherst	Lumber Shed (Ravine)#2 Storage	2,150.00
1923	Amherst	Old Paint Shop Storage	1,574.00
1957	Amherst	Machmer Hall Classrooms	967,578.00
1947	Amherst	Marshall Hall Annex Classrooms & Labs.)	68,459.00
1915	Amherst	Marshall Hall)	
1896	Amherst	Mathematics Building Classrooms	6,000.00
1920	Amherst	Memorial Hall Classrooms	107,425.00
1898	Amherst	Munson Hall Administration)	70,127.00
1899	Amherst	Munson Hall Annex Administration)	
1891	Amherst	Hatch Laboratory Classrooms & Labs.	19,374.00
1891	Amherst	Hatch Laboratory Annex Classrooms & Labs.	2,000.00
1950	Amherst	Paige Laboratory	487,500.00
1931	Amherst	Physical Education (Men))	287,500.00
1931	Amherst	Physical Education Cage (Men))	
1959	Amherst	Physical Education (Women)	1,716,581.00
1950	Amherst	Hasbrouck Lab. (Physics) Classrooms & Labs.	501,000.00
1907	Amherst	Power Plant Service Building	12,000.00
1959	Amherst	Public Health Building Classrooms & Labs.	1,360,800.00
1960	Amherst	Morrill Hall (Science Center) Classrms. & Labs.	1,941,020.00
1948	Amherst	Skinner Hall (Home Ec.) Classrooms & Labs.	596,700.00

Inventory of Buildings and Structures

Year Constructed	Location	Description	Assessed Valuation June 30, 1961
1885	Amherst	South College (Administration)	$ 100,300.00
1912	Amherst	Stockbridge Hall	417,066.00
1960	Amherst	Dickinson Hall (ROTC)	468,105.00
1918	Amherst	Turbine House (Power Supply)	17,665.00
1952	Amherst	Turbine House Addition (Power Supply)	263,615.00
1959	Amherst	Vegetable Gardening Building & Greenhouse	293,500.00
1911	Amherst	Grinnell Arena)	38,000.00
1929	Amherst	Abbatoir (Slaughter House))	
1931	Amherst	Physical Education Garage	1,100.00
1950	Amherst	Physical Education Service Bldg. & Garage	3,000.00
1945	Amherst	Press Box Athletics	1,000.00
1931	Amherst	Ticket Booth Athletics	500.00
1921	Amherst	Poultry Breeding Building	2,450.00
1916	Amherst	Poultry Unit	504.00
1917	Amherst	Poultry Unit	400.00
1956	Amherst	Turkey Breeding House Poultry	800.00
1955	Amherst	Turkey Breeding House Poultry	600.00
1956	Amherst	Poultry Laying House	800.00
1956	Amherst	Colony Houses (6) Poultry	600.00
1923	Amherst	Tillson Farm Poultry Houses (4)	2,000.00
1923	Amherst	Tillson Summer Shelters Poultry (3)	276.00
1939	Amherst	Breeding House Poultry	5,300.00
1939	Amherst	Main Storage Building	3,000.00
1947	Amherst	Brooder House Wing	5,000.00
1941	Amherst	Storage Barn Poultry	1,000.00
1959	Amherst	Turkey Broiler Test Building Poultry	8,000.00
1939	Amherst	Breeding House Poultry	1,015.00
1931	Amherst	Range Feed House Poultry	300.00
1947	Amherst	Brooder Houses (3)	300.00
1947	Amherst	Brooder Houses (12)	1,200.00
1947	Amherst	Open Shelters Poultry	1,000.00
1894	Amherst	Horse Barn	5,000.00
1885	Amherst	West Experiment Station Laboratory	27,000.00
1906	Amherst	Wilder Hall Classrooms	45,662.00
1960	Amherst	Maintenance Building	627,000.00
1934	Amherst	Goodell Library)	1,940,873.00
1960	Amherst	Goodell Library Addition)	
1960	Amherst	Vegetable Gardening Orlyte Greenhouse	500.00
1928	Amherst	Repair Shop & Garage (Station Service)	2,000.00
1928	Amherst	Station Service Barn	4,500.00
1928	Amherst	Station Service Main Barn	5,000.00
1920	Amherst	Horticulture Mfg. Shed	400.00
1933	Amherst	Horticulture Mfg. Tool Shed	1,254.00
1920	Amherst	Center Storage Shed	800.00
1918	Amherst	Tractor Garage	73.00
1911	Amherst	Brooder House	3,100.00
1912	Amherst	Poultry Classroom Building	2,700.00
1940	Amherst	Poultry Laying House	10,000.00
1918	Amherst	Tool Shed	98.00
1915	Amherst	Hen House Poultry	50.00
1915	Amherst	Shavings Shed	100.00
1914	Amherst	Poultry Building House	1,250.00

Schedule L-1 (Continued)

Inventory of Buildings and Structures

Year Constructed	Location	Description		Assessed Valuation June 30, 1961
1950	Amherst	Turkey Porch Poultry		$ 7,675.00
1910	Amherst	Dairy Barn and Wing		33,211.00
1958	Amherst	Harvestore Silo & Room		2,000.00
1941	Amherst	Cattle Stable - Barn		4,000.00
1910	Amherst	Machinery Shop		4,000.00
1928	Amherst	Farm Horse Barn		6,194.00
1938	Amherst	Maternity Barn - Dairy		8,000.00
1909	Amherst	Beef Barn - Dairy		6,500.00
1939	Amherst	Young Stock Barn - Dairy		36,837.00
1939	Amherst	Silos (3)		600.00
1939	Amherst	Beef Barn Unit - Dairy		5,500.00
1939	Amherst	Young Stock Hay Barn - Dairy		5,000.00
1922	Amherst	Bull Barn - Dairy		14,041.00
1933	Amherst	Young Stock Manure Pit		500.00
1927	Amherst	Corn Cribs (7) Open Sheds		650.00
1929	Amherst	Brooks Hen House Poultry		200.00
1924	Amherst	Brooks Tobacco Shed		3,000.00
1957	Amherst	Poultry House Brooders (9)		900.00
1958	Amherst	Poultry Rearing Houses (2)		5,000.00
1951	Amherst	Comfort Station		20.00
1926	Waltham	Insectary Laboratory	)	
1928	Waltham	Pit House Laboratory	)	
1934	Waltham	Plant House Laboratory	)	
1957	Waltham	Orlyte Greenhouse	)	
1924	Waltham	Stock Barn	)	
1924	Waltham	Shed	)	
1924	Waltham	Office & Laboratory	)	
1924	Waltham	Farm House	)	
1924	Waltham	Hay Barns	)	56,500.00
1924	Waltham	Greenhouse	)	
1929	Waltham	Greenhouse	)	
1950	Waltham	Potting Shed	)	
1929	Waltham	Greenhouse	)	
1935	Waltham	Propagating Building	)	
1959	Waltham	Orlyte Greenhouse	)	
1949	Waltham	Office Building - Administration	)	
1949	Waltham	Boiler House - Heat Supply	)	
1924	Waltham	Farmhouse Garage	)	
1924	Waltham	Farmhouse Hen House - Poultry	)	
1952	East Wareham	Cranberry Laboratory & Office	)	
1957	East Wareham	Cranberry Garage & Shop	)	
1926	East Wareham	Cranberry Pump House	)	
1955	East Wareham	Insectary Laboratory	)	3,050.00
1957	East Wareham	Greenhouse	)	
1958	East Wareham	Auxiliary Pump House	)	
1960	East Wareham	Research Laboratory	)	
1960	East Wareham	Storage Shed	)	
1920	Amherst	Pomology Garage		3,185.00
1951	Amherst	Poultry Breeding House #8		4,127.00
1958	Amherst	Poultry Rearing House (2)		14,295.00
		Total		$27,038,721.00

Schedule L-2

Inventory of Improvements other than Buildings

	Book Value July 1, 1960	Additions	Book Value June 30, 1961
Roads, Sidewalks, etc.	$ 179,361.89		$ 179,361.89
Sewer, Water & Drainage System	318,643.11	605,493.35	924,136.46
Steam Lines	1,527,427.61	569,625.15	2,097,052.76
Electrical Lines	962,238.51	262,802.69	1,225,041.20
Parking Areas	41,366.27		41,366.27
Tennis Courts	62,042.25	28,852.00	90,894.25
Playing Fields	258,518.12	--	258,518.12
Coal Platform & Scales	--	29,509.43	29,509.43
Totals	$3,349,597.76	$1,496,282.62	$4,845,880.38

ANNUAL REPORT OF THE DEAN OF THE COLLEGE OF AGRICULTURE TO THE PRESIDENT, UNIVERSITY OF MASSACHUSETTS

For the Period
October 1, 1960 - September 30, 1961

by A. A. Spielman, Dean
College of Agriculture

December 1961.

INDEX

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VI. Special Projects or Programs.

VII. Future Plans and Needs.

I. APPROPRIATIONS

Fiscal Year 1959-60, 1960-61, 1961-62.

COLLEGE OF AGRICULTURE APPROPRIATIONS

			Extension Service		Experiment Station		
Year	Instruction	Control	State	Federal	State	Federal	TOTALS
1959-60	$822,085.71	$385,222.16	$430,936.49	$423,637.00	$670,132.47	$433,485.00	$3,165,498.83
1960-61	740,375.51	410,573.25	483,429.00	460,429.00	777,713.85	434,655.00	3,307,647.00
1961-62	814,363.22	460,987.00	488,195.00	496,160.00	871,125.00	478,821.00	3,609,651.22

- - -

Totals for 1959-60 and 1960-61 are based on IBM expenditure report as of June 30. Totals for 1961-62 are estimates only as Personal Service Funds are never allocated.

- - -

II. PERSONNEL.

COLLEGE OF AGRICULTURE

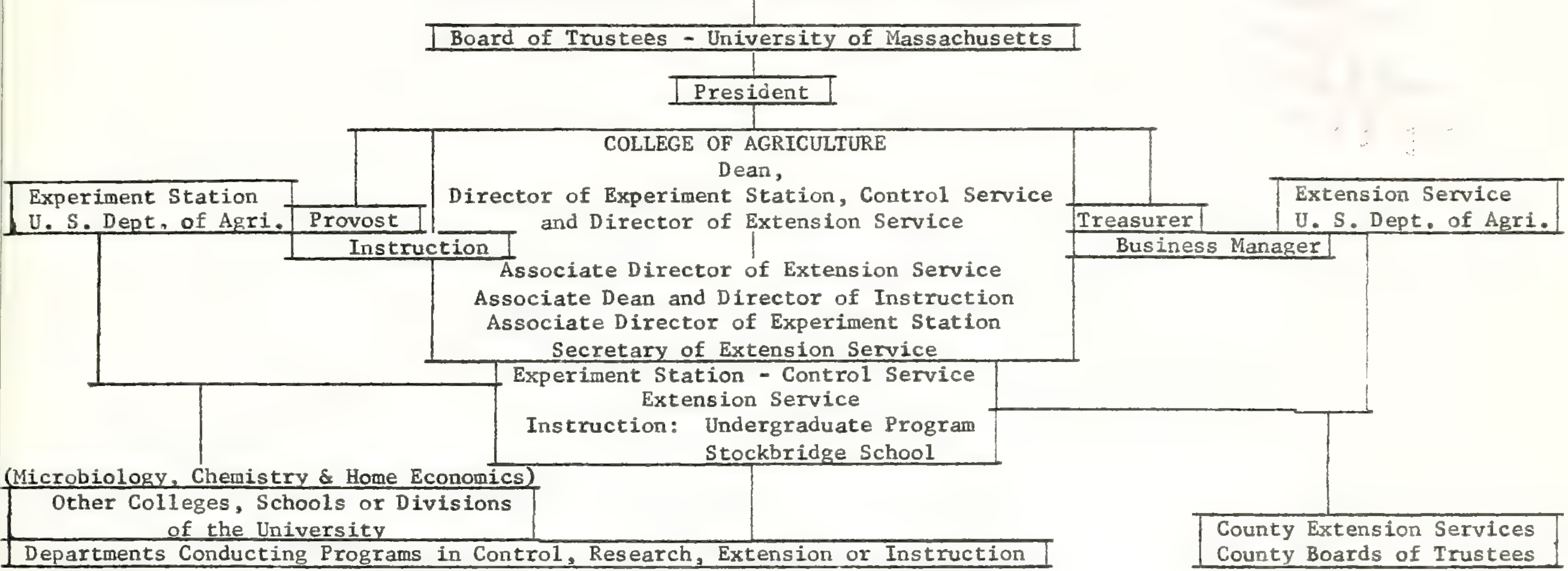
Position Numbers in each rank: Sept. 1959, Sept. 1960, Sept. 1961

Rank:	Sept. 1959	Sept. 1960	Sept. 1961
Dean and Director	1	1	1
Associate Dean and Director of Stockbridge School	0	1	1
Associate Director of Extension Service	1	1	1
Commonwealth Head of Department "A"	0	0	1
Head of Department "A"	17 plus (1 7 wk.)	16 plus (1 7 wk.)	15 plus (1 7 wk.)
Commonwealth Professor "A"	0	0	4
Professor "A"	62	62	59
Professor, 9 mo.	5	5	5
Associate Professor "A"	30	33	33
Associate Professor, 9 mo.	2	2	3
Assistant Professor "A"	49 plus (2 8 wk. (1 2½ mo.)	47 plus (2 8 wk. (1 2½ mo.)	47 plus (2 8 wk. (1 2½ mo.)
Assistant Professor, 9 mo.	12½	9½	10½
Instructor "A"	33 (full) 17 (½ time)	33 (full) 17 (½ time)	31 (full) 7 (½ time)**
Instructor, 9 mo.	3½	2½	2
	224½	221½	216

**Number reduced because of conversion to Research and/or Extension Fellowships

III. ORGANIZATION CHART
(10/1/60-9/30/61)

UNIVERSITY OF MASSACHUSETTS
College of Agriculture - Administrative Organization


Board of Trustees - University of Massachusetts
President
COLLEGE OF AGRICULTURE
Dean,
Director of Experiment Station, Control Service
and Director of Extension Service
Associate Director of Extension Service
Associate Dean and Director of Instruction
Associate Director of Experiment Station
Secretary of Extension Service
Experiment Station
U. S. Dept. of Agri.
Provost
Instruction
Treasurer
Business Manager
Extension Service
U. S. Dept. of Agri.
Experiment Station - Control Service
Extension Service
Instruction: Undergraduate Program
Stockbridge School
(Microbiology, Chemistry & Home Economics)
Other Colleges, Schools or Divisions
of the University
Departments Conducting Programs in Control, Research, Extension or Instruction
County Extension Services
County Boards of Trustees

Agronomy

Chemistry

Communications, Agricultural

Dairy & Animal Science

Economics, Agricultural

Engineering, Agricultural

Programs in School of Home Economics

Entomology & Plant Pathology

Extension Division of Agriculture

Feed, Fertilizer & Dairy Law (Control Laboratory)

Food Technology

4-H Club

Forestry & Wildlife Management

Horticulture

Landscape Architecture

Microbiology

Poultry

Research & Production Service

Veterinary Science

Cranberry Station

Waltham Field Station

Regional Marketing Education Program

Barnstable

Berkshire

Bristol

Dukes

Essex

Franklin

Hampden

Hampshire

Middlesex

Norfolk

Plymouth

Worcester

IV. STUDENTS OR CLIENTELE*

	Sept. 1959	Sept. 1960	Sept. 1961
Number of Majors	780	841	839
Number of Students Taught	2942	3178	3512

*Includes Stockbridge School, Graduate School, and Four-Year degree students.

V. FACULTY PUBLICATIONS.

Printed Publications --

Bulletins	9
Contributions to Scientific Journals	49 (includes those approved and printed)
Monthly periodicals	12
	69

V. RESEARCH GRANTS AND FELLOWSHIPS*

October 1, 1960 - September 30, 1961

AGRONOMY	
Grey Chemical Company	$2,000.00
Dept. of Public Works-Roadside Development	13,636.00
CRANBERRY STATION	
California Spray	500.00
Ocean Spray - Cape Cod Fund	5,000.00
DAIRY AND ANIMAL SCIENCE	
Cocoa Fund	900.00
Milk Solids Fund	2,000.00
Sire Evaluation Fund	600.00
Walker Research Fund	2,000.00
Sterling-Winthrop Fund	1,000.00
AGRICULTURAL ENGINEERING	
Eastern States Fund	3,900.00
ENTOMOLOGY AND PLANT PATHOLOGY	
Shell Fund	500.00
Union Carbide Fund	1,200.00
FOOD TECHNOLOGY	
Carbonated Beverage Fund	4,000.00
Glass Container Fund	29,100.00
Ocean Spray Fund	5,000.00
Wise Potato Fund	3,000.00
FORESTRY AND WILDLIFE MANAGEMENT	
Berkshire County Fund	3,000.00
N. E. Forest Service	1,600.00
U. S. Forest Service	850.00
Wildlife Fund	500.00
HORTICULTURE	
Boston Market Gardeners Fund	500.00
N. E. Carnation Growers Fund	500.00
Rain and Hail Insurance Fund	500.00
Uramite Fund	1,200.00
POULTRY SCIENCE	
Charles M. Cox Fellowship Fund	2,000.00
Norwich Fund	675.00
VETERINARY SCIENCE	
Pfizer Fund	9,400.00
CIBA Fund	1,200.00
Eaton Fund	6,700.00
Lederle Fund	8,000.00

V. **RESEARCH GRANTS AND FELLOWSHIPS** -- continued

FEDERAL GRANT FUNDS	
ARS Contract #13-14-100-258, Veterinary Science	$12,500.00
ERS Contract #12-17-0017-24, Agricultural and Food Economics	8,000.00
NATIONAL INSTITUTES OF HEALTH	
E-1173 -- Dr. Litsky, Microbiology	7,520.00
E-1442 -- Dr. Hanson, Entomology and Plant Pathology	6,000.00
E-2771 -- Dr. Litsky, Microbiology	5,000.00
RE-5848 -- Dr. Fagerson, Food Technology	13,700.00
NATIONAL SCIENCE FOUNDATION	
13935 -- Dr. Rhode, Entomology and Plant Pathology	6,400.00
020861 -- Dr. Guba, Entomology and Plant Pathology	1,000.00
	$ 171,081.00

*Funds having balances of less than $500.00 not included.

V. RESEARCH PROJECTS.

ACTIVE EXPERIMENT STATION PROJECTS -- COLLEGE OF AGRICULTURE
as of September 30, 1961

Department	Total	Federal	State	Cooperative Agreements
Agricultural and Food Economics	14	14	0	0
Agricultural Engineering	8	7	0	1
Agronomy	16	11	2	3
Chemistry	6	6	0	0
Cranberry Station	13	7	4	2
Dairy & Animal Science	10	7	0	3
Entomology & Plant Pathology	29	17	7	5
Horticulture	33	18	11	4
Food Technology	17	12	0	5
Forestry & Wildlife Management	12	8	0	4
Home Economics Research	3	3	0	0
Landscape Architecture	3	2	1	0
Microbiology Experiment Station	5	3	0	2
Poultry Science	10	6	3	1
Veterinary Science	10	6	0	4
Waltham Field Station	2	0	0	2
	191	127	28	36

V. OTHER PROFESSIONAL ACTIVITIES.

Administration

Dean A. A. Spielman was appointed to the ad hoc committee of the Cooperative State Experiment Station Service for Federal-State Relations. Also appointed by Governor Volpe as Council Coordinator to the Food for Peace Council (representing the Commonwealth of Massachusetts).

Agricultural and Food Economics

Professor Ellsworth Bell continued to serve as a member of the New England Class I Milk Price Committee and as a member of the American Feed Manufacturers' Advisory Council. Dr. John Blackmore is a member of the Editorial Board of the "Journal of Farm Economics," and is General Chairman of a ten-state seminar on the Future of Agriculture in the Northeast, being sponsored by the Eastern States Farmers Exchange. Professor Bradford Crossmon is serving this year as president of the New England Council of Agricultural Economists. Professor John Bragg is on sabbatical leave at the University of Indiana studying the applicability of advanced methods of business management to agricultural firms. Professor Elmar Jarvesoo returned from a post-doctoral study at the North Carolina State College where he concentrated on economic theory and econometrics. Professor Deane Lee is on leave to study in economics, history and geography at Clark University. Professor George Westcott is on leave as a State Department Consultant on the economic development of the Northeast region of Brazil.

Agricultural Engineering

Professors Joe T. Clayton and John W. Zahradnik continued work toward Doctorates under foundation grants at Cornell and M.I.T. respectively. Members of the staff hold membership on four of the five divisional steering committees which direct the technical functions of our national professional society, and on about ten national committees.

Entomology and Plant Pathology

Dr. Emil F. Guba's monumental book, Monograph of the Fungus Genera Monochaetia and Pestalotia, was published by the Harvard University Press. Partly on the basis of this scholarly contribution to the literature of science, Dr. Guba was recently awarded a Commonwealth Professorship. Professor John F. Hanson continued his services as Editor of the Brooklyn Entomological Society. Dr. John H. Lilly represents the University of Massachusetts on the Governor's Special Commission on Pesticides and served during the past year as Chairman of the Resolutions Committee at both the Eastern Branch and the National Meetings of the Entomological Society of America. Professor Frank Shaw co-authored a new book, Beekeeping, published by Macmillan and Company as a successor to an earlier book by E. F. Phillips bearing the same title.

Feed-Fertilizer and Dairy Law

Professor John W. Kuzmeski was elected president of the Association of American Fertilizer Control Officials.

Forestry and Wildlife Management

Professor John H. Noyes and Professor Harold B. Gatslick continue to serve as executive secretaries for commodity and industrial associations - Massachusetts Christmas Tree Growers Association, Massachusetts Wood Producers

Association, New England Kiln Drying Association. Professor Noyes is a member of the Executive Council, New England Section, Society of American Foresters. Professor Gatslick is serving on program and other committees of the Forest Products Research Society.

Landscape Architecture

Professor Paul Procopio is serving as Executive Secretary of the Landscape Exchange, and Professor Raymond Otto is Vice-President of the Boston Chapter, American Society of Landscape Architects.

Microbiology Experiment Station

Professor Warren Litsky has been appointed a Special Consultant to the U.S. Public Health Service of the Department of Health, Education and Welfare. This is a three year appointment and assigned to the Research Branch, Division of Water Supplies and Pollution Control of the New York Regional Office.

Poultry Science

Professor Robert Grover and Mr. John Denison were appointed to study the rapidly developing poultry industry of the southeastern United States and to determine the economic impact of this development for the Massachusetts and New England Poultry industry. Professor Grover also received a fellowship from the Massachusetts Society for Promoting Agriculture and was able to complete the research phase of his graduate program. Professor William Mellen returned to the University after serving on the Hokkaido University Exchange program for a year.

Veterinary Science

Dr. Glenn H. Snoeyenbos serves as Business Manager of Avian Diseases, and is a Member of the Board of Directors and Secretary-Treasurer of the American Association of Avian Pathologists. Professor Henry Van Roekel is a member of the Board of Directors of the American Association of Avian Pathologists; Associate Editor of Avian Diseases; permanent secretary of the Northeastern Conference on Avian Diseases; member of the Executive Council Conference of Research Workers in Animal Diseases; Executive Committee of the National Poultry Improvement Plan and serves on the Advisory Committee for Poultry Research and Marketing, United States Department of Agriculture.

VI. SPECIAL PROJECTS OR PROGRAMS.

The Hokkaido University-University of Massachusetts Exchange Program (ICA-W-374) terminated on August 31, 1961; however, a committee composed of Dr. Mack Drake, Dr. W. B. Esselen, Dr. G. W. Westcott, and Dr. W. J. Mellen have been appointed to study a continuation of some form of relationship with Hokkaido University.

During the year the Legislature passed a bill requiring the licensing of tank truck drivers who pick up milk at farms. Responsibility for licensing was placed with the Director of the Experiment Station. Three training courses were held (attendance total 100) and assistance was given Professor John W. Kuzmeski in licensing over 200 drivers.

The highlight of the year,so far as the Forestry and Wildlife Management Department was concerned,was the breaking of ground for the new Holdsworth Natural Resources Center which, once completed, will greatly facilitate accomplishment of objectives and programs. Another major project during the year was the finalizing of plans for the new addition to Chenoweth Laboratory.

A practical and successful vaccine was developed to immunize chickens against avian encephalomyelitis. This poliomyelitis-like disease has caused the annual loss of millions of young chickens for many years. The vaccine immunizes breeding stock; young stock is protected by antibodies passed to the chick through the egg. The Veterinary Science Department is providing vaccine for many Massachusetts poultry breeding flocks until it is commercially available throughout the nation as expected early in 1962.

VII. FUTURE PLANS AND NEEDS.

As you know, I am preparing a plan for the future organization and development of the College of Agriculture and, therefore, no report is being submitted.

*****

It should be noted that this report covers, in large part, a period prior to my appointment as Dean of the College of Agriculture.

--A. A. Spielman

Note: The report covering the activities of the Cooperative Extension Service will be submitted by Associate Director L. H. Davis.

Supplement i.

College of Agriculture
University of Massachusetts

1961 ANNUAL REPORT

Fred P. Jeffrey

FOUR-YEAR PROGRAM

It has been encouraging to observe an increase in total enrollment from 313 in the fall of 1960 to 341 in the fall of 1961. This increase is attributed to a considerable transfer of students from other schools of the University to Food Management, Food Technology and Landscape Architecture.

A major problem -- of long standing -- is that of classes with small enrollments in the specialized options of Poultry Science, Olericulture, Pomology, Floriculture, Agronomy, Agricultural and Food Economics, Entomology and Plant Pathology.

A major objective of any reorganization plan must be a way of solving this problem. Reorganization -- accompanied by the retention of all these specialized options -- will be of no value. We must insist on curriculum revision which will combine specialized options in terms of new and stronger courses based on principles rather than on practices. If the reorganization plan -- as presently proposed -- is adopted, I think we can solve the problem of small class enrollments in all areas except Entomology and Agricultural and Food Economics. Perhaps we should eliminate majors in these two departments but still retain a large variety of service courses which both departments now provide.

STOCKBRIDGE SCHOOL

For several years we have been operating on a school quota of 400. This figure has been a fair and realistic one. A major change for the good was the action of the Board of Trustees of the University in awarding the Associate Degree to Stockbridge graduates -- beginning with the Class of 1961.

We are now in a position of becoming more selective than in the past in regard to admission requirements. This fall we accepted about three of every four applications -- most of these refused were interested in Forestry or Turf Management.

Following is an evaluation of each of our options in terms of student numbers:

Animal Science -- heavy demand; accept approximately 50 students each year.
Arboriculture -- have no trouble accepting 20 students each year.
Dairy Technology -- variable demands; 15 freshmen but only 6 seniors.
Floriculture -- good demand, usually 18 to 20 freshmen.
Vegetable Growing -- in serious trouble; just one freshman this year.

(1 a.)

Landscape Operations -- a popular course; always have 25 to 30 freshmen.
Turf Management -- a very popular course right now; our facilities and staff allow the acceptance of 25 freshmen each fall. Many qualified applicants must be turned away.
Poultry Science -- in trouble for the past few years; lucky to get 5 freshmen a year.
Fruit Growing -- in serious trouble for at least the last 5 years; it will have to be discontinued if we don't have more students.
Food Distribution -- a new program but one with great possibilities. 17 freshmen this fall and an expected increase next year.
Food Management -- an improved cirriculum is making Food Management a very sound course. Accepted 33 freshmen this fall.
Forestry (Vocational) -- heavy demand but restricted job opportunities; 80 applicants turned away this year.
Wood Products -- great promise for the future, especially when good physical facilities will be available.

Supplement 2.

College of Agriculture
University of Massachusetts

1961 ANNUAL REPORT

Department of Communications

The Department of Communications functions in a dual capacity. As Agricultural Communications, it serves the communications needs of the Experiment Station (Research), Instruction, and Control branches of the College of Agriculture.

As the Extension Division of Communications, it furnishes communications support, through the utilization of all educational media, to Extension programs in agriculture, home economics and youth service work conducted by State Extension Specialists and the 12 County staffs throughout the Commonwealth. The Division works closely with the Federal Extension Service of the United States Department of Agriculture. It also supplies communications assistance to the Soil Conservation Service, the Agricultural Stabilization Board and the Treasury Department. One of its responsibilities is the training of State Extension Specialists and the County Extension staffs in the techniques of communications for more effective execution of educational programs.

The areas of responsibility in the Communications Department center in two major branches -- the Editorial, and the Audio-Visual Branch.

EDITORIAL BRANCH

The Editorial branch edits, publishes and distributes all bulletins, leaflets, project material, and special reports for the Extension Service and the Experiment Station. It also services all newspapers throughout the state, radio and television news editors and farm publications with educational information and feature stories on agriculture, home economics and youth service work.

AUDIO-VISUAL BRANCH

This branch of the department supports educational programs in Extension and College of Agriculture activities by use of radio, visual aids, teaching materials, photography, motion pictures, exhibits, television and graphic arts.

Commentary: ✓Unfortunately, the department continues to be a hybrid organization in that it is also a catch-all for University-wide demands for service and professional support in the above areas, with the exception of Visual Education and Television.

As currently constituted, the department is administratively responsible to the following:

a. Dean of the College of Agriculture
b. Director of Experiment Station
c. Director of Extension Service
d. Dean, School of Home Economics
e. Treasurer, University of Massachusetts (1)

f. Provost, University of Massachusetts(2)

(1) For management and operation, including purchasing and personnel, of University Duplicating Service and Mailing Room.

(2) For management and operation of 4 College Radio Station, WFCR-FM--personnel supervision, publication of monthly program, news releases, program production coordination, maintenance and liaison with officials of Educational Radio Network, Boston.

HIGHLIGHTS

Experiment Station

Processing of 7 research publications, 5 Control bulletins, 8 monthly "Meteorological Observations" and 55 articles for technical journals.

Extension

Processing of 44 publications and distribution of 260,000 pieces of literature.

News Releases

Releases emphasizing College of Agriculture policy programs, the new "image" for agriculture, and Extension regionalization provided highlights of the press program during the year.

Examples were: special releases on the 4-year and 2-year instruction program, general stories designed to reflect the new (scientific) "image" of agriculture through food, production and processing stories, a half dozen releases in support of the student enrollment campaign, and special Sunday features portraying the function, purpose and history of departments within the College of Agriculture.

In regard to Extension regionalization, interviews were arranged with administrators for reporters desiring exclusive material. Releases to Massachusetts newspapers were augmented by features written by the Communications Department for special publications like the Farm Bureau magazine and other agricultural magazines.

Since July 1961, research and public service areas of the College of Agriculture have been given added emphasis.

Television

Our staff during the past year made 173 different telecasts with a total of 347 showings. These were in the areas of home horticulture, home economics and consumer education. The estimated weekly audience is estimated to be 300,000. Requests were received for 31,990 publications. Each reply carried a transmittal letter which mentioned the College of Agriculture and its services to the people of Massachusetts.

These telecasts were presented on six Massachusetts stations and three out-of-state stations. For example, Gardener's Almanac, Channel 2's most

(2 b.)

popular program (now in its fourth year) was taped at the station. It was telecast on Channel 2 (Boston) and Channels 11 (New Hampshire), 14 (Worcester), 40 (Springfield), and 4 (New York City) for a period of 27 weeks.*

Two other weekly programs are also presented on Channel 5 (Boston) and one on Channel 22 (Springfield), the latter being shown on 32 (Greenfield) and 30 (Hartford).

Radio

1. With the new equipment purchased for the radio project, including turntables, it has been possible this year to experiment with longer radio programs. A series of 3 half-hour programs for Extension Home Economics on "Problems of The Aged" were recorded, edited, and "framed" with music and narration for distribution to 12 Massachusetts stations. All 12 stations used the series during the summer and early fall of this year.

   A documentary on the Dutch Elm Disease is being edited and produced based on discussions and talks that took place at the Dutch Elm Disease Conference early this fall at the Waltham Field Station.

   The introduction of half-hour programs has met with more enthusiasm than expected. If the current response to our efforts is an indication, any series that we produce should have no trouble receiving state-wide distribution of from 10 to 12 stations.

   The emphasis in the past has been on very short spot announcement type productions as well as 2 to 4 minute features and interviews. The demand for these seems to be expanding, but the possibility of producing the new half-hour documentaries and conversation-type programs seems challenging and exciting.

   Future needs for the radio project include stream-lining the maintenance of our equipment. With the Audio-Visual Center moving to the extreme north end of the campus, maintenance is hampered. Our new equipment and engineering set-up for more elaborate radio productions make more readily available maintenance an absolute necessity.

2. WFCR-FM (Four College Radio). Our department was designated in 1957 by the Mather Administration to explore, with the 3 private colleges in the area, the feasibility of establishing a 4 College FM radio station.

   This station went into operation in April 1961 and established the first communications link between Amherst, Mount Holyoke, Smith and the University, and 12 distinguished institutions of higher learning in the Metropolitan Boston area.

---

* E. I. duPont Company of Wilmington, Delaware, requested our Gardener's Almanac tapes for viewing with the idea of sponsoring in 1962 a nation-wide horticultural program modeled after our "Gardener's Almanac."

(2 c.)

In November 1961, WFCR became a member of the new Educational Radio Network (ERN), which, supported by funds from the United States Office of Education, will continue its operation through June 30, 1962. ERN is now carrying broadcasts through stations in Boston, Amherst, Albany, New York City, Philadelphia, and Washington.

Our efforts in developing and utilizing the potential of the new four-college station have given the University an invaluable public relations medium. We arranged an Educational Radio Network program featuring Robert Frost on October 25, 1961, which is estimated to have been heard by 3,000,000 people from Boston to Washington. It was the University's first contribution to ERN. Other University programs which our department participated in developing for Network broadcast have been:

1. "The Massachusetts Review Meets the Critics."
2. The Massachusetts Review: Tribute to Thurber.
3. The University Chorale--undergraduate choral group.

ASSOCIATE ALUMNI
OF THE
UNIVERSITY OF MASSACHUSETTS

1. APPROPRIATION

Salaries*

		MAIL
1959-60	$ 9,292.00	$400.00
1960-61	10,114.00	400.00
1961-62	10,868.00	400.00

* Lydia H. Hoynoski, J. Elizabeth Lombard, Florence V. Lewis

2. PERSONNEL

Sept. 1959-60	3 Junior Clerk Stenographers
1960-61	3 Junior Clerk Stenographers
1961-62	3 Junior Clerk Stenographers

3. ORGANIZATIONAL CHART - See Attachment A

4. STUDENTS OR CLIENTELE - Approximately 14,000 Alumni

5. FACULTY PUBLICATIONS,ETC. - _Alumnus_ - quarterly magazine to all Alumni

6. SPECIAL PROJECTS OR PROGRAMS-

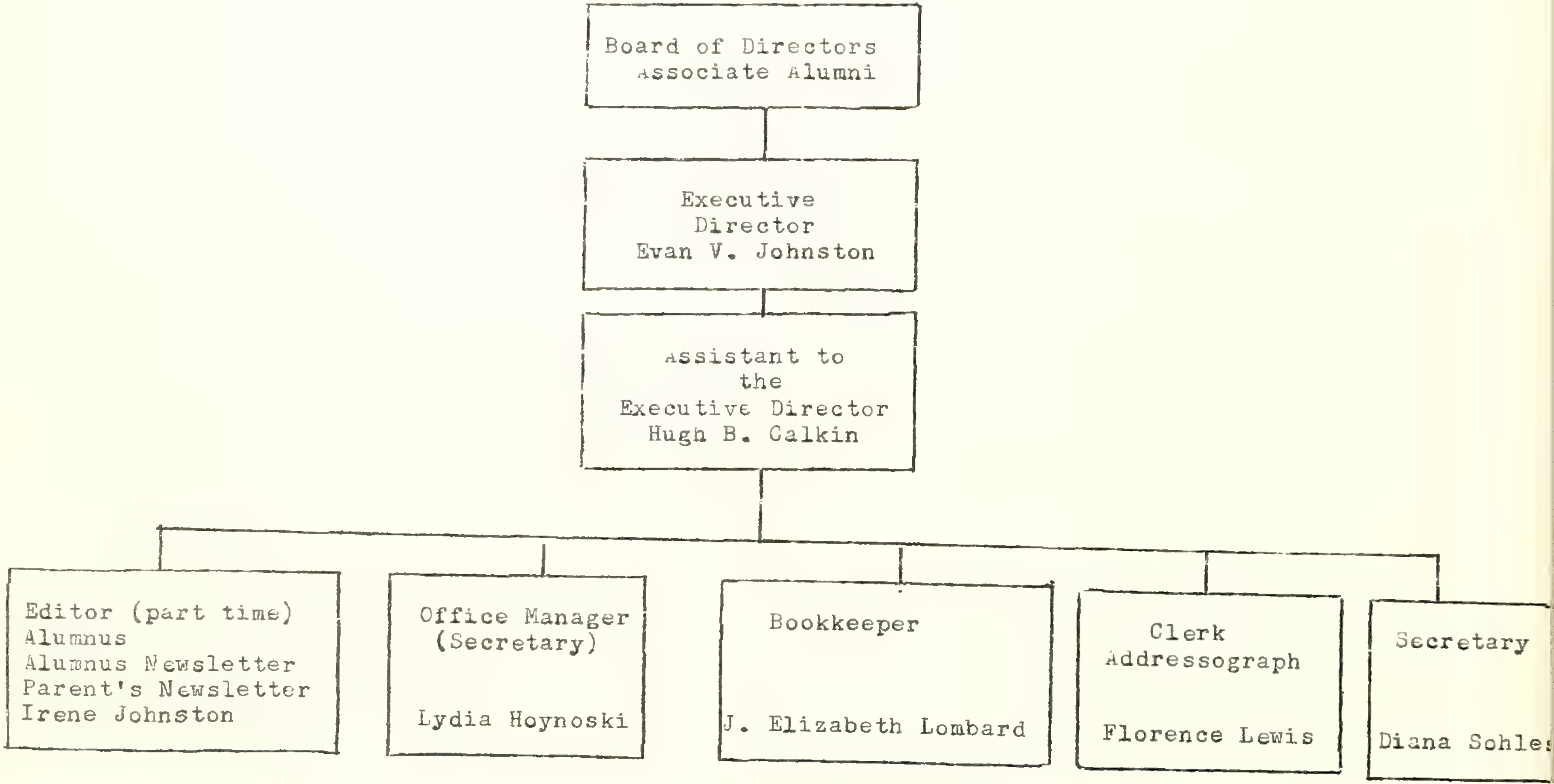
   Alumni Memorial Lecture Series - see attachment B
   Three Year Program - see attachment C

7. Future Plans and Needs -

   Request for $1,500.00 increase in postage and office allowance.

ATTACHMENT A

ORGANIZATIONAL CHART


Board of Directors
Associate Alumni
Executive
Director
Evan V. Johnston
Assistant to
the
Executive Director
Hugh B. Calkin
Editor (part time)
Alumnus
Alumnus Newsletter
Parent's Newsletter
Irene Johnston
Office Manager
(Secretary)
Lydia Hoynoski
Bookkeeper
J. Elizabeth Lombard
Clerk
Addressograph
Florence Lewis
Secretary
Diana Sohle

Preamble

The Memorial Fund Committee, after consideration of numerous suggestions and in the light of the many changes that have come about since the Fund was first collected—for example, the erection of the Student Union Building, which makes an addition to Memorial Hall both unnecessary and impractical—are now recommending a plan for the use of this fund to the Board of Directors.

It is the conviction of the committee that a series of University Lectures dedicated to the memory of those who gave their lives for our country would be a most fitting memorial to them. These young men died in the cause of freedom—the freedom of our country and of those other nations who share our ideals—and one of the most vital supports of freedom now and in the uncertain future is an understanding of what that freedom means and of how it may be sustained and extended here and in the world as a whole.

Since the problems facing our nation in the Twentieth Century are formidable and complex, we believe that a series of lectures addressed to these problems should be conceived in no narrow sense. The framework under which they will be established will be sufficiently flexible to allow for experiment and change; the subject matter will include not only explicit analysis of public affairs by eminent men and women, but the full range of human thought as it may be brought to bear on the great issues of our time in such areas as science, literature, history and philosophy. We shall exclude only the narrowly technical, for the spirit and substance of the lectures should contribute to the minds and hearts of all our students, irrespective of their specialized interests.

Since the roots of freedom lie deep in the American and European past, we believe that over-emphasis on what is narrowly contemporary should be discouraged. Instead, the emphasis should be on explaining the full meaning of our heritage of freedom. The future of a free America demands brains and skills, but it also demands wisdom and understanding. We believe that these lectures will contribute to the end of illuminating and fortifying the minds and spirits of our young people, and we can think of no more appropriate memorial to their young predecessors who had to die for freedom than this.

Therefore

In the spirit of this foregoing statement, the Alumni Memorial Committee makes the recommendation:

1. That an appropriate memorial be erected from the capital of the Alumni Memorial Fund honoring by name those alumni who gave their lives in World War II. Said memorial to be located at Memorial Hall.
2. That memorial lectureships be established out of the income from the Memorial Fund to be administered by the Associate Alumni.

teria and make awards.

pus and elsewhere.

All other Associate Alumni services and activities (including publication of *The Alumnus* and *Newsletters* as well as support of other campus activities—such as the University's Regional Science Fair) will be maintained as in the past. The above represents a basic program and does not preclude the inclusion of other activities in the schedule of any particular year.

THE BOARD OF DIRECTORS
ASSOCIATE ALUMNI
UNIVERSITY OF MASSACHUSETTS

April 15, 1960

HONOR ROLL

Alumni and Students who made the Supreme Sacrifice
during World War II

Albert J. Kelley '13
Frank E. Haskell '16
John F. Bresnahan '22S
Melvin B. Hallett '23
Robert D. Mohor '23
Raymond A. Wardell '27
William C. Witherell '29S
Harold C. Durkin '30S
William J. O'Leary '30
John P. Carroll '31S
John L. Diggin '32S
Azor O. Goodwin '32
Lynwood P. Teague '32
Nicholas M. O'Neill '33S
Joseph J. Scheff '33
Samuel Adams '34
David W. Brooks '34S
Wallace L. Chesbro '34
Lauren W. Hawes '34S
George A. Hartwell '35
Wendell R. Hovey '35
Charles W. Hutchinson '35
Leonard W. Parker '35
Paul O. Wood '35
Robert W. Adams '36S
Michael Anacki '36
Robert S. Bray '36
Frank Greenwood '36
Andrew Timoshuk '36S
Gildo J. Uliana '36
Harold E. Ballway '37
James J. Dobby '37
Robert J. Hodgen Jr. '37S
Bernard J. Jackimczyk '37S
Robert L. Rosenfield '37S
Herbert C. Simmons '37S
Francis J. Thomas '37
George W. Trowbridge, Jr. '37S
Donald E. Weaver '37
Carl J. Bokina '38
Lowell K. Hammond '38S
Edward W. Higgins '38
Donald E. Nason '38S
Richard B. North '38S
Stephen I. Silverman '38
Lawrence H. Bixby '39
Robert S. Cole '39

Leo D. Fay '39
Douglas K. Henderson '39S
John Manna '39
Edward G. Meade '39
Gerald M. Parmenter '39
Raymond E. Smart, Jr '39
Raymond E. Taylor '39S
William P. Wood '39S
Albert L. Cembalisty '40S
Charles H. Coates '40S
William N. Lambert, Jr. '40S
Morton J. Pearlman '40
Ralph H. Reed '40
John P. Serex '40
Gordon W. Thurlow '40S
Paul C. Vinson '40S
Edward W. Ashley '41
Allan R. Bardwell '41
Kenneth E. Brown '41S
Robert T. Bryan '41S
Herbert M. Cohn '41
Varnum P. Curtis, Jr. '41
Paul M. Dooley '41
Anthony J. Goode '41
Clinton F. Goodwin, Jr. '41
Roy B. Hall '41S
Edmund B. Hill, Jr. '41S
Thomas W. Johnson '41
Richard H. Knight '41
Jason H. Lotow '41
Joseph M. Spiridigliozzi, Jr. '41S
Benjamin Spungin '41
Robert C. Tillson '41
Richard W. Vincent '41
William R. Ware '41S
Winthrop B. Avery '42
Stephen H. Barton '42
Harold J. Bloom '42
Kenneth M. Coombs '42S
Paul J. Dwyer '42
George P. Langton '42
Howard L. Lewis '42S
Stephen R. Papp '42
Charles W. Puchalski '42S
Carl F. Roehrich '42S
John J. Seery '42
Whitney C. Appleton '43S

Harold L. Crump, Jr. '43S
Melville B. Eaton '43
Mason M. Gentry '43
Melvin I. Goldman '43
Robert H. Hall, Jr. '43S
Richard A. Hewat '43
Clarence V. Jones '43
Paul S. Marsoubian '43S
Russell J. McDonald '43
Carl R. Rano '43
Donald J. Schmidt '43S
Kenneth A. Stewart '43
Loren C. Wilder '43
James M. Burke '44S
William E. Gere '44
William J. Kablick '44
Aarne O. Karvonen '44
Stanley T. Kisiel '44
Alden W. Learoyd '44
Robert F. McEwan '44
W. Earle Newton, Jr. '44
William P. Ryan '44
Robert J. Sweeney, Jr. '44S
Raymond A. Weinhold '44
George E. Anderson '45
Milton S. Edelstein '45
Nello F. Fiorio '45
Edward M. Gladding '45
Robert B. Gower '45
Ransford W. Kellogg '45
Edward J. Lesniewski '45
Anthony G. Marulli '45
Eli Reines '45
Edward L. Ross '45
Albert S. Simpson '45
Samuel Springer '45
Richard E. Thomas '45
Dwight V. Trubey '45
Merton L. Chouinard '46
Peter D. Cole '46
Paul D. Holst '46
Edwin Marvel '46
Raymond S. Moen '46
Charles H. North '46
Edward Shurin '46
Edward Gere Torrey '46
Roger R. Wellington '46

FOR STRENGTH AND SERVICE IN THE SIXTIES: A NEW ALUMNI PROGRAM

With an increasing sense of the responsibilities all public universities must fulfill in the next decade and for decades to come, the Board of Directors of the Associate Alumni of the University of Massachusetts has formulated the following program for greater service to the University, to its graduates, and to society in general.

Given the funds, the Board is hereby committing itself to the execution of this program each year until 1963. At that time, long-range plans will have been completed for an even more extensive program in the years beyond the Centennial.

In asking for support of this program, the Board is aware that money is needed to carry out such activities. But above all we must have the forthright personal interest and participation of all alumni in these activities and in the University's mission as a whole. This interest and participation—in all senses—we earnestly solicit. Without these, any program is certain to fail.

The following are therefore the activities which the Associate Alumni will sponsor during each year between 1960 and 1963, beginning in the academic year 1960-61:

I. Alumni Memorial Lectures

Four to six lectures by world figures in the major fields of human activity; the lectures to be delivered at the University with publication rights to be reserved by the Associate Alumni. Cost of such lectures will be covered by monies already raised and available in the War Memorial Fund.

II. Scholarships

$3,000 to $5,000 yearly for scholarship grants to deserving University students. Criteria for awards and actual grants will be made by a special committee to be chosen by the Board of Directors of the Associate Alumni. Names of all students selected for awards to be published in *The Alumnus* and in newspapers.

III. Alumni Achievement Prizes

Three prizes and ten Honorable Mention Awards for outstanding accomplishments by individual alumni in the year previous to the granting of the awards in each of the following fields: 1) community service and 2) professional accomplishment. A committee to be appointed by the Board of Directors of the Associate Alumni will determine winners from among nominations to be made by members of the alumni body. Accomplishments of winners will be documented in *The Alumnus* and in other Associate Alumni publications for general dissemination to all alumni. The awards will be granted at the Alumni Luncheon during Commencement Weekend and will be given full newspaper publicity.

IV. Faculty Research Grants

Two awards yearly of approximately $1,000 each for the support of research by members of the University staff. A special committee chosen by the Board of Directors of the Associate Alumni will determine criteria and make awards.

V. Senior Honor Award

A prize of $200 to be awarded to a graduating senior who shows great promise as a scholar and citizen. A special committee chosen by the Board of Directors of the Associate Alumni will select the winner from among nominations made by department heads at the University. The prize will be called The Associate Alumni Honor Prize and as such will be listed in the Commencement Program and publicized in University news releases.

VI. Alumni College

Sponsorship of an expanded program of continuing education for alumni; to be held at Commencement time, with the University's faculty as well as other lecturers and discussion leaders participating.

VII. The Massachusetts Review

Subsidization of this new and distinguished magazine of the arts, literature and public affairs. Edited by F. C. Ellert '30 and others, the magazine is produced on campus and has, in its first two issues, gained international attention.

VIII. Centennial Program

Support of major Centennial Year activities. Planning has begun for the celebration of the University's 100 years of service to the Commonwealth and the nation. The Associate Alumni organization and all its members will play a most important part in the commemorative events to be held during 1962-63 on campus and elsewhere.

All other Associate Alumni services and activities (including publication of *The Alumnus* and *Newsletters* as well as support of other campus activities—such as the University's Regional Science Fair) will be maintained as in the past. The above represents a basic program and does not preclude the inclusion of other activities in the schedule of any particular year.

THE BOARD OF DIRECTORS
ASSOCIATE ALUMNI
UNIVERSITY OF MASSACHUSETTS

April 15, 1960

THE BOARD OF DIRECTORS
OF THE ASSOCIATE ALUMNI
OF THE UNIVERSITY OF MASSACHUSETTS
ANNOUNCES...

A NEW ALUMNI PROGRAM

ATTACHMENT C

FOR STRENGTH AND SERVICE IN THE 60's

This is a partial report.

The Audio-Visual Center is about to become a function of the School of Education - "Future Plans" will be included in the Report from the School of Education.

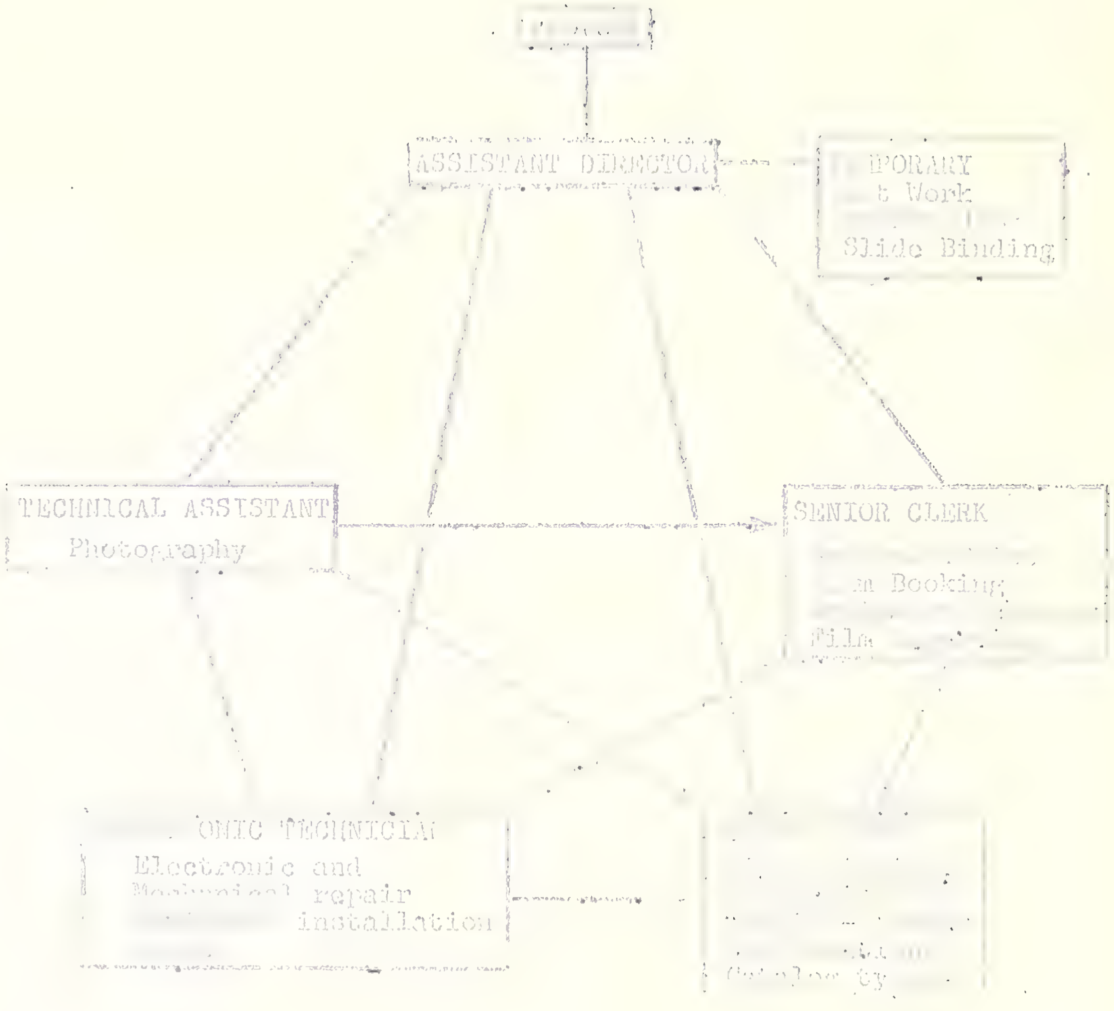
[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	1961-62
3	$1,200	$ 500	$ 500
10	200	150	150
11	500	450	200
12	600	1,000	1,000
13	4,500	4,000	4,000
14	650	300	325
15	2,000	2,000	4,500*
TOTAL	$9,650	$8,400	$10,675

* Includes $2,500 for film inspecting [illegible]

		1959-60	1960-61	[illegible]
1.	[illegible]	0	0	1
	Assistant Professor	1	1	0
2.	Electronics Technician	0	0	1
3.	[illegible]	2	[illegible]	1
4.	[illegible]	1	[illegible]	1
5.	[illegible]	1	[illegible]	1
	[illegible]	5	[illegible]	5


ASSISTANT DIRECTOR
PORARY
t Work
Slide Binding
TECHNICAL ASSISTANT
Photography
SENIOR CLERK
m Booking
Film
ONIC TECHNICIAN
Electronic and
repair
installation

[illegible]

1959	1960	1961
[illegible]	6	[illegible]

The Audio-Visual Center has not discontinued any service. We still set up public address systems, show motion pictures and tape programs for special or campus wide activities. In the past two years we have added the following to our services. At the start we did not have the equipment or the supplies, but through the loan of privately owned materials by members of the Audio-Visual staff we have developed these services. In the past few years we have been replacing privately owned equipment with State purchases, so that we soon shall have the properly established Center.

CAMPUS WIDE SERVICE

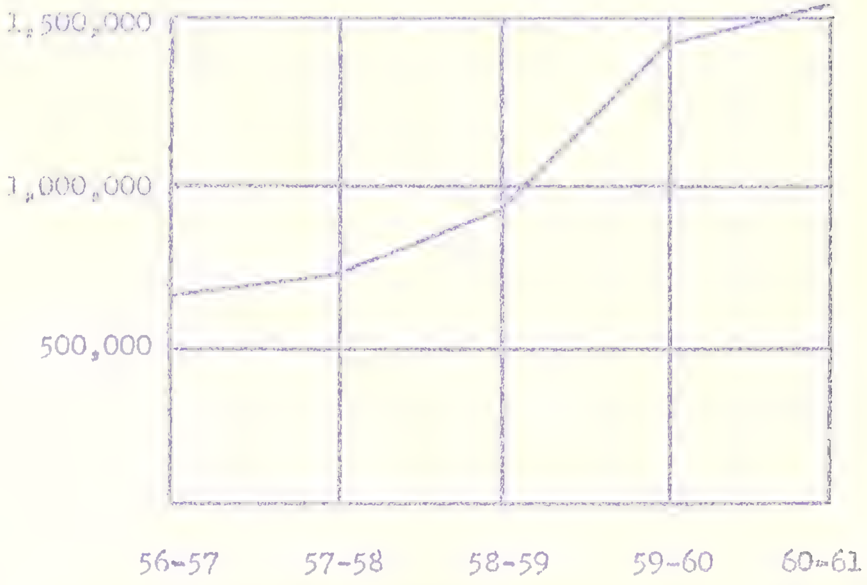
	Under Dept. of Education	Since becoming a department			
		1959 [illegible]	1959-60	1960-61	this year so far.
2X2 B&W Slides	0	1248	1857	1987	749
2X2 Color Slides	0		[illegible]	[illegible]	[illegible]
[illegible]	0	32	93	102	47
Photo prints	0	no record	394	302	50
Art Work	0	96	66	85	28
Diazo Projectuals	a few	161	56	126	37
Diazo Prints	a few	no record	[illegible]*	[illegible]	[illegible]
Slides Mounted	0	600	[illegible]	[illegible]	[illegible]
Dry Mounting	0	no equipment	[illegible]	[illegible]	[illegible]
[illegible]	a few	no record	[illegible]	[illegible]	[illegible]

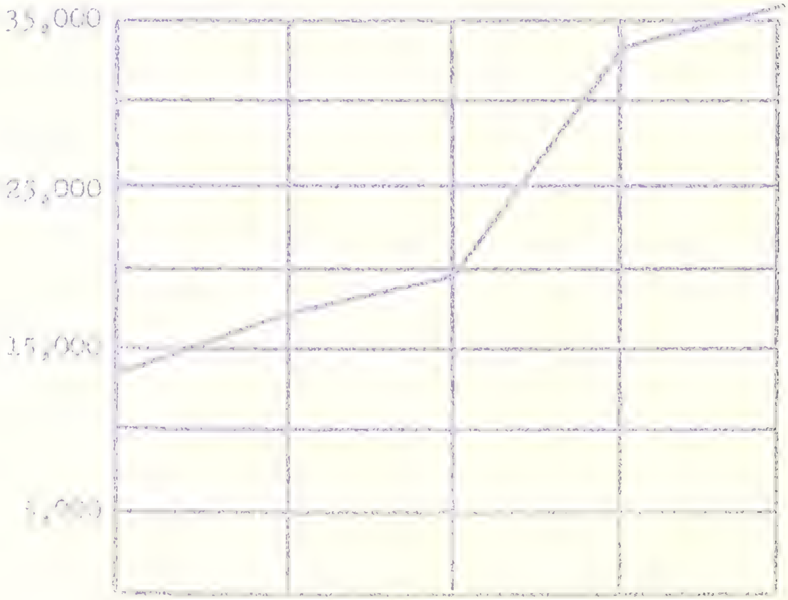
---

* Does not include thousands of diazo prints [illegible] individuals using the equipment.

The Film Library has increased in educational film uses - commercial theatres have dropped in attendance. The increase in volume of A-V uses is due to improved booking and inspection methods.

MOTION PICTURE ATTENDANCE - UM FILMS





MOTION PICTURE SHOWINGS - UM FILMS

BOARDING HALLS

December 18, 1961

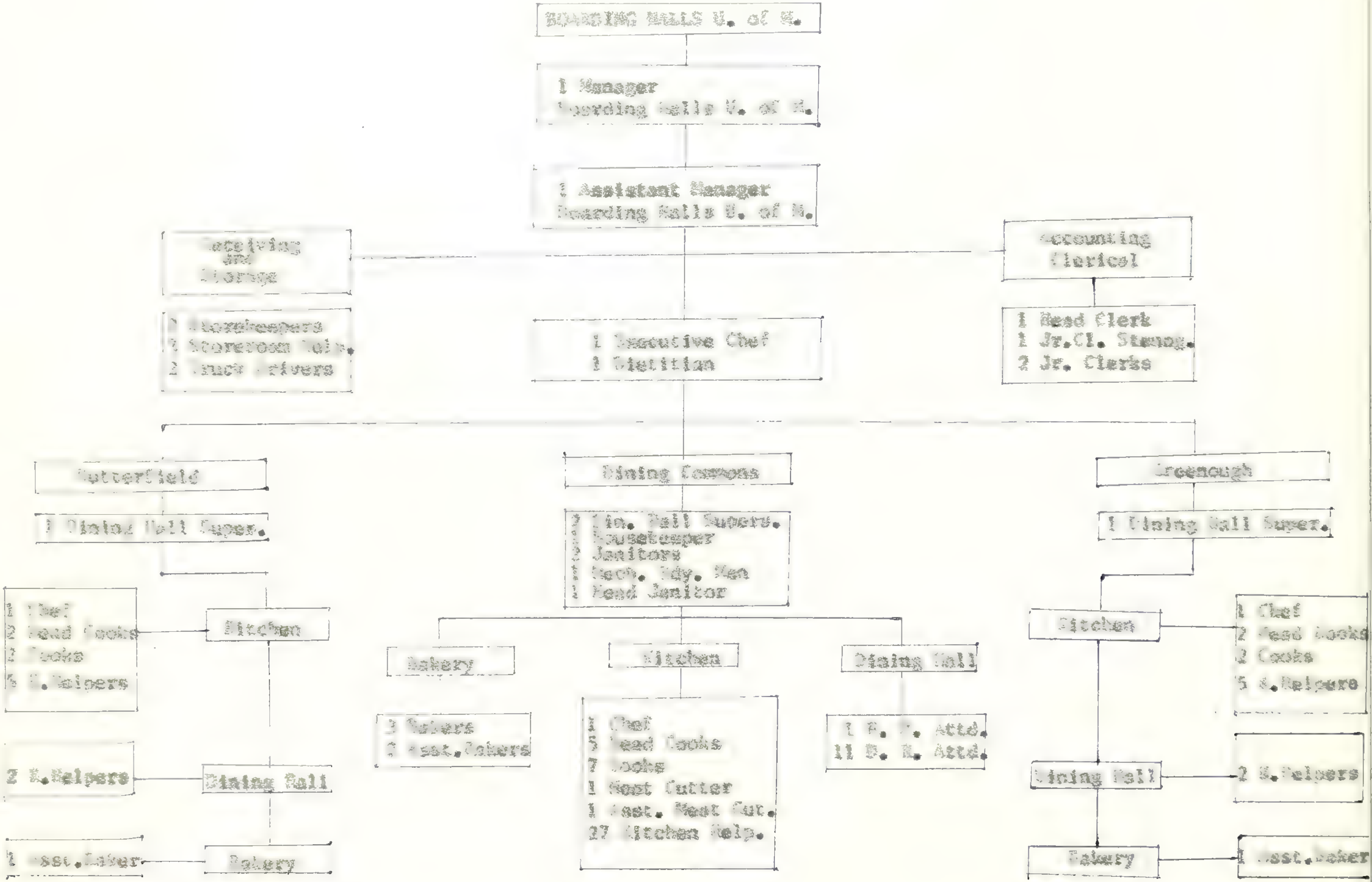
ANNUAL REPORT

BOARDING HALLS

		59-60	60-61	61-62
1.	Appropriation	$927,3[illegible]. (03-15)	$1,0[illegible]1,960. (10 Months)	$1,2[illegible]. (12 Months)
2.	Personnel	Sept. '59	Sept. '60	Sept. '61
	Assistant Baker	4	4	4
	Assistant Manager	1	1	1
	Assistant Meat Cutter	1	1	1
	Baker	2	3	3
	Chef	3	3	3
	Cook	9	11	11
	Dietitian	1	1	1
	Dining Room Attendant	4	4	11
	Dining Hall Supervisor	4	4	4
	Executive Chef	1	1	1
	Head Clerk	1	1	1
	Head Cook	10	9	9
	Head Dining Room Attendant	1	1	1
	Head Janitor			1
	Housekeeper	1	1	1
	Janitor	1	2	2
	Junior Clerk	2	2	2
	Junior Clerk Stenographer	1	1	1
	Kitchen Helper	31	41	41
	Manager, Boarding Halls	1	1	1
	Meat Cutter	1	1	1
	Mechanical Handyman	1	1	1
	Motor Truck Driver	1	1	2
	Storekeeper	1	1	2
	Storeroom Helper	3	3	3
		88	99	109
3.	Chart			
4.	Boarders	Sept. '59 2959	Sept. '60 3127	Sept. '61 3445

APPROPRIATION BREAKDOWN

	1959-60	1960-61	1961-62
01		320000.00	425000.00
02			
03	40000.00	38000.00	42000.00
04	466650.00	468000.00	515000.00
06	16000.00	25000.00	27500.00
10	50.00	500.00	500.00
11	200.00	250.00	250.00
12	2000.00	5000.00	5000.00
14	300.00	1000.00	1000.00
15	2000.00	5000.00	5000.00
16		120000.00	130000.00
18		60000.00	65000.00
19		9210.00	33750.00
	527200.00	1051960.00	1250000.00


BOARDING HALLS U. of M.
1 Manager
Boarding Halls U. of M.
1 Assistant Manager
Boarding Halls U. of M.
Receiving
and
Storage
[illegible] Storekeepers
[illegible] Storeroom Help.
2 Truck Drivers
1 Executive Chef
1 Dietitian
Accounting
Clerical
1 Head Clerk
1 Jr.Cl. Stenog.
2 Jr. Clerks
Butterfield
1 Dining Hall Super.
1 Chef
2 Head Cooks
2 Cooks
5 K.Helpers
Kitchen
2 K.Helpers
Dining Hall
1 Asst.Baker
Bakery
Dining Commons
2 Din. Hall Superv.
[illegible] Housekeeper
2 Janitors
1 Mech. Mdy. Men
1 Head Janitor
Bakery
3 Bakers
2 Asst.Bakers
Kitchen
1 Chef
5 Head Cooks
7 Cooks
1 Meat Cutter
1 Asst. Meat Cut.
27 Kitchen Help.
Dining Hall
1 F. [illegible]. Attd.
11 D. R. Attd.
Greenough
1 Dining Hall Super.
Kitchen
1 Chef
2 Head Cooks
2 Cooks
5 K.Helpers
Dining Hall
2 K.Helpers
Bakery
1 Asst.Baker

BOARDING HALLS

7. The new section of the Dining Commons opened in September 1961, which provided 600 additional seating capacity. This enabled us to close the temporary line in the old snack bar and concentrate all the feeding on one floor level.

The existing cafeteria lines can easily absorb the 450 additional students anticipated in September 1962. It will be necessary to re-open the old snack bar line in September 1963, but it is expected that we will be able to handle up to 1000 more students with this capacity.

It is assumed that there will be additional dining facilities available in September 1964 to consist of 900 seating capacity. Under these conditions it would be necessary to close the Greenough and Butterfield lines, at least temporarily, in order to cover the overhead costs of the new building. It would be advisable to abandon Butterfield permanently, as the limited capacity is not conducive to economical operation.

The change from State appropriation to trust funds, effective September 1, 1960 has proved very successful. The operation last year was profitable, and by the end of the current year we should have built up a substantial working capital.

If the new building now in the planning stage is built in an economical manner, with due regard for effeciency of operation, and no excessive personnel or food costs occur, it is hoped to recommend a reduction in the student board rate next year.

UNIVERSITY OF MASSACHUSETTS

College of Arts and Sciences

Memorandum

From: Dean of Arts and Sciences December 18, 1961

To: Provost Woodside

Subject: Annual Report of the College of Arts and Sciences

[illegible] [illegible] the President. The report of the Four-College Astronomy Department was sub- [illegible]

I wish to acknowledge the fine help of Associate Dean Wagner in the preparation of this report.

[illegible] in the Departmental Reports and have added much material of my own. I do not think an adequate report of a College containing 20 departments could have been [illegible]

[illegible] e having the opportunity to discuss its contents with you

UNIVERSITY OF MASSACHUSETTS

College of Arts and Sciences

From: Dean of Arts and Sciences December 18, 1961

To: The President

Subject: Annual Report: College of Arts and Sciences

It is my pleasure to present this report from the College of Arts and Sciences for the report year October 1, 1960 to September 30, 1961.

This report follows the suggested outline.

I. In accounts 03 through 15, and including capital outlay, the appropriations have been:

[illegible]	[illegible]	[illegible]
$112,300	$82,500	$148,500

II. Personnel:

Number of positions of each rank:

	[illegible]	[illegible]	[illegible]
Professor	48	50	60
Assoc. Professor	38 1/2	41	47
Asst. Professor	69 1/3	86	91
Instructor	72 1/2	78 5/6	[illegible]
Total	228 1/3	255 5/6	[illegible]

At the end of the current report period these positions were distributed among the divisions as shown.

		Assoc.	Asst.		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Fine Arts	4	3	5	8	20
Humanities	17	15	33	29 1/6	94 1/6
Social Sciences	16	8	15	7 1/4	46 1/4
Biological Sciences	12	7	11	4	34
Physical Sciences	10	8	18	20 1/6	56 1/6
Mathematics	1	6	9	8 2/3	24 2/3
Total	60	47	91	77 1/4	275 1/4

[illegible]

		Assoc.	Asst.		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Fine Arts	4	3	5	8	20
Humanities	13	11	31	55	110
Social Sciences	14 1/2	7	15	18 1/2	55
[illegible]	8	5	10	19	42
Physical Sciences	8	4	18	45	75
Mathematics	1	3	10	14	28
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

The discrepancies between the corresponding figures in these two tables [illegible] e of the higher rank because of the d[illegible]y in securing qualified persons at the legal salary, [illegible] from the use of split positions to provide teaching [illegible]

During the report period

Leaves of absence were granted to	13	faculty members
Sabbaticals were granted to	12	faculty members
Resignations were received from	[illegible]	faculty members
[illegible] were awarded to	23	faculty members
Tenure was granted to	11	faculty members
Merit increases were awarded to	5	faculty members.

III. Throughout most of the remainder of this report, summaries will be presented by academic divisions within the College, represented as

Fine Arts, the departments of Art, Music, and Speech.

[illegible]
Philosophy, and Romance Languages.

Social Sciences, consisting of the four d[illegible]
Government, Psychology, and Soc[illegible]

[illegible] es, consisting of the three dep[illegible]
[illegible] ogy, and Zoology.

[illegible], consisting of the three departments of Chemistry,
[illegible]

Mathematics is deemed to be unadaptable to the preceding divisions.

There is no administrative recognition of these divisions except in [illegible]
[illegible]
The attached reports from the several departments provide further [illegible]

IV. The growth of the College is reflected by the increase of students both undergraduate and graduate, and by the increase in the number of students taught, as measured by the number of course registrations.

Major Students (September)	1959	1960	1961
Undergraduate	2,472	[illegible]	[illegible]
Graduate	[illegible]	[illegible]	[illegible]
Course registrations	[illegible]	[illegible]	[illegible]
Undergraduate	19,894	21,576	23,548
Graduate	890	1,009	1,206

During the report year, the breakdown of these students and course registrations was as follows:

	No. of Students		Total Registrations		U./G.
	Undergrad.	Grad.	Undergrad.	Grad.	Ratio %
Fine Arts	98	5	1815	12	.6
Humanities	957	160	9377	241	2.6
Social Sciences	664	153	4333	452	10.4
Biological Sciences	510	81	2062	169	8.2
Physical Sciences	315	69	4814	215	4.5
Mathematics	[illegible]	10	[illegible]	[illegible]	[illegible]
4-College Astronomy	7	0	128	0	0

The above ratios clearly show the differences in the re[illegible] of graduate work in the various divisions.

Another fact of interest is that five departments account for 56.5% of [illegible] majors:

Mathematics	16.3%
English	14.8%
Government	9.9%
History	8.8%
Chemistry	6.7%

[illegible] released by Mr. Skillings, November 13, 1961, for the current semester reveal that the undergraduate course enrollment of 23,226 for the College of Arts and Sciences is 79.4% of the University total of 29,264 despite the fact that 55% of the undergraduate students are enrolled in this College.

Assuming that each undergraduate major in the College of Arts and Sciences registers for 5 courses in the College, 40% of the total undergraduate [illegible] to this College are attributable to students from other colleges.

The degrees awarded by the various divisions reflect much the same circumstances as the student enrollments.

	B.A.	B.S.	M.A.	M.S.	Ph.D.
Fine Arts	17		1		
Humanities	133		21		
Social Sciences	78		2	9	2
Biological Sciences	14	23	7	9	1*
Physical Sciences		45		5	3*
Mathematics		85	5		

* One Four College Ph.D. is included in each subheading.

FACULTY PUBLICATIONS, [illegible] SIONAL ACTIVITIES

V. A. Faculty Publications.

Division	Articles	Review [illegible]	Chaps. [illegible]	[illegible]	Editor-[illegible]	Book [illegible]
Biological Sciences	39	3	1	--	--	--
[illegible]	[illegible]	4	1	[illegible]	1	1
[illegible]	[illegible]	-	-			-
Social Sciences	43	3	8	2	-	19
Humanities	19	-	1	-	5	10
Fine Arts	1	-	-	-	-	1
Totals	135	10	11	3	6	31

The most meaningful evaluation [illegible] work (RSC work) done in the Col[illegible] on a departmental basis. Uni[illegible] lead to incorrect conclusions.

[illegible] tics, A[illegible] from de[illegible]

In the Physical Sciences Division, the Chemistry department is by far the [illegible] Four-College Astronomy Department published 6 research papers [illegible] outstanding record!

[illegible] the Biological Sciences Division, the Zoology [illegible] RSC work, but Botany, in view of its smaller s[illegible]

[illegible] cial Sciences Division, Psy[illegible] and Gove[illegible] [illegible] ology coming up fast.

Unpublished textbook

In the Humanities Division the German Department published 8 scholarly papers. Considering its size and lack of a Ph.D. program, [illegible] a good record. The one long paper from Philosophy constitutes an adequate output for such a small department.

Only moderate significance can be attached to the Book Reviews column of the preceding chart, since it seems certain that Science and Mathematics departments did not bother to list them. Apparently, book reviews are considered as significant publications by the Social Sciences and by the Humanities but not by the Science and Mathematics departments.

Although most RSC work in Music does not fit into the categories in the preceding chart, it should be noted that one member of the Music Department has music of his composition selected for inclusion in three differen concerts during the past year. Furthermore, several members of the English [illegible] collections of their poems.

[illegible] Fine Arts, the Humanities, and Mathematic [illegible] Physical, Biological, and Social Sciences.

B. Research Projects

One measure of the research activity in the College of Arts and Sciences is the extent of financial support or, what is perhaps more appropriate, [illegible] research funds.

We present the following summary of research grants and contracts in effect for all or part of the report period. These figures include grants from the Research Council of this University.

Research Grants and Contracts

	Continuing or Terminating			New During Report Period			No. of
	No. of Grants	Face Value	Expended during report period	No. of Grants	Face Value	Expended during report period	Grant Holders
Humanities	8	$ 13,240	$ 9,931	16	$ 16,705	$ 6,499	16
Soc. Sci.	20	192,334	107,276	11	82,469	22,944	16
Bio. Sci.	20	239,575	114,822	15	138,288	17,439	20
Phys. Sci.	19	223,253	87,196	22	284,024	105,550	18
Mathematics	2	7,391	5,481	--	----------	----------	2
Fine Arts	-	--------	-------	1	221	221	1
Totals	69	$675,793	$324,706	65	$521,707	$152,653	73
4-Col. Astr.	2	$16,350		3	$70,381		3

These figures emphasize the fact that research is a [illegible] this College. The total [illegible] in support of research [illegible] which $477,359 was expended during the report period m[illegible] and equipment.

I am pleased to note the large number of new grants for the current report period.

Probably at least $300,000 of the above expenditures was for equ[illegible] [illegible] allocated to this College.

[illegible] of RSC work in the Humanities and in the Fine Arts puts [illegible] [illegible] spect to summer supplementation of their salarie[illegible]

C. Other Professional Activity of the Faculty

(1) Foreign Travel. The indicated members of the faculty visited about a dozen foreign countries for the purpose indicated:

[illegible] (Zoology) -- [illegible] on Protozoology in Prague, Czechoslovakia and presented invited lectures in Poland and in Israel.

W. B. Nutting (Zoology) -- Visited Hawaii in connection with his [illegible]

[illegible] (Chemistry) -- [illegible] in Mainz, Germany.

F. U. Smith (Geology) -- Member of U. [illegible] ation to [illegible] national Quaternary Association Congres [illegible]

R. Schuster)Botany) -- Fulbright award for research in [illegible]

B. R. Morris (Economics) -- Research at Gadjah Mada U [illegible] in Indonesia.

[illegible] grant at University of Saigon.

[illegible] in Spain

P. Jaeger, A.V. Ebersole, J. Steir [illegible] J. E. Harvey, and A. Franchin [illegible] time during the summer in Fran [illegible]

D. R. Clark (English) -- Fulbri [illegible]

F. C. Ellert (German) -- Spent part [illegible] and Austria.

(2) Editorships

B. M. Honigberg (Zoology) --- Member of Editorial Board of Journal of Parasitology.

A. E. [illegible] (Psychology) --- Associate Editor of [illegible]

S. Kaplan (English) --- Managing Editor of Massachusetts Review.

T. W. Copeland (English) --- Editor-in-chief of what will be an 8-volume collection of private papers of Burke (sponsored by Carnegie Foundation).

F. C. Ellert (German) --- Associate Editor of Massachusetts Review.

A. V. Ebersole (Romance Languages) --- Editor of Hispanofila.

/ A. E. Niedeck (Speech) --- Editor of Player's Magazine.

[illegible] (Art) --- Editor of Journal of the [illegible]

(3) Miscellaneous

[illegible] (Romance Languages) was elected to the French Legion of Honor with grade of Chevalier and with Palmes Academiques.

S. C. Goding (Romance Languages) is the State Coordinator for [illegible].

I. Moyer Hunsberger (Dean and Research Professor of Chemistry) is directing a nation-wide study of Chemical Notation Systems for the National Academy of Sciences---National Research Council. This study is supported financially by the National Science Foundation.

VI. SPECIAL PROJECTS OR PROGRAMS

The biggest step forward since the creation of the College of Arts and Sciences was the allocation of the badly-needed position of Associate Dean. Since September 1, 1961, Dr. R. W. Wagner has been occupying this position. With the help of the Associate Dean, the Dean's office is in the position

of being more nearly able to conduct the daily business of the College, [illegible] continually [illegible] performance of the individual faculty [illegible] departments, and to engage in both short-term and long-term planning.

A. Biological Sciences. Significant personnel and administrative changes have occurred in two departments. Dr. Gilbert L. Woodside was promoted from Head of the Zoology Department to Provost. More than any one person he is responsible for leading this department into its present position of prominence. Commonwealth Head Donald Fairbairn, of McGill University, succeeds him as of September, 1962.

As of September, 1961, the old Department of Bacteriology and Public Health was renamed the Department of Microbiology, two members of the old department being transferred to the new Department of Public Health. A search is underway for a new Head of Microbiology, who will be expected to build up a department devoted to the fundamental science of Microbiology. Henceforth, applied bacteriology will be located in the Public Health Department.

The Botany Department is heavily engaged in administering, with [illegible] from the National Science Foundation, [illegible] Programs for College Teachers, for High School Teachers, and for [illegible] Undergraduates.

[illegible] the Zoology Department [illegible] workshop of the American Physiological Society. This department has a notably fine seminar program which has featured many off campus speakers.

B. Physical Sciences. Dr. I. Moyer Hunsberger was promoted from Head of the Chemistry Department to Dean of the College of Arts and Sciences. As of September, 1962, he will be replaced by Commonwealth Head William E. McEwen of the University of Kansas.

[illegible] installed and are in [illegible] Laboratory: a Varian DP-60 [illegible]

IBM-1620 computer. This fine equipment adds immeasurably to our ability to recruit new, and to retain present, faculty

Chemistry, Geology, and Physics has excellent seminar programs featuring outside speakers. Noteworthy in this connection is the

Field Theory Seminar conducted from October through May by the Physics Department by Professor Abner Shimony of M.I.T.

A four-college cooperative Ph.D. program in Geology has been formulated. (This was accepted by the Graduate Council since the close of the report period.)

C. Mathematics. Each year this department conducts a Prize Examination for high-school students of mathematics.

D. Social Sciences. With the approval of the Ph.D. program in Sociology all four social science departments now offer the Ph.D. Even though the Economics Ph.D. program is virtually inactive, the social sciences still have the largest ratio (10.4%) of graduate to undergraduate course registrations. Psychology and Government each have about 60 graduate students, a number considerably larger than any other department in the University.

The Government department has continued to develop the Four-College Non-Western Studies Program sponsored by the Ford Foundation and directed by Professor John S. Harris. Special courses in Indian Politics and in South East Asia were conducted by outstanding visiting professors. Under Ford Foundation sponsorship, Senator Earle Clements is in residence as Distinguished Professor of Public Affairs. The Carnegie Corporation also is continuing its sponsorship of the state internship program involving cooperation of the Government department with similar departments at Harvard and M.I.T.

In cooperation with the Department of Agricultural Economics, the Sociology Department has initiated a Population Research Institute, which hopefully will form the nucleus of a social science research institute.

The Economics Department, in conjunction with the Pioneer Valley Association, sponsored a meeting dealing with the Industrial Growth of the Pioneer Valley.

Humanities. The German-Russian Department now is offering a full undergraduate major program in Russian. Special effort has been devoted to strengthen the Russian program. The appointment of H. J. Weigand as Visiting Professor of German has attracted regional and national attention. Full use of his presence if being taken in connection with planning for a Ph.D. program in German.

The Philosophy Department is participating in a Four-College [illegible] for graduate and advanced undergraduate [illegible].

The English Department is making a tentative survey of the possibilities for offering a Ph.D. program. (Since the close of the report period, Professor Howard O. Brogan of Bowling Green State University has been appointed Commonwealth Head of the English Department, as of September, 1962.

The Romance Languages Department has sponsored appearances of several noteworthy speakers, as well as an appearance of Théâtre du Vieux-Colombier in a performance of Molière's L'ECOLE DES FEMMES. This department publishes the BAY STATE F.L. Bulletin, which reaches every foreign language teacher at all levels in the state and which also goes to the other 49 states, Canada, and [illegible] / see Section V (d) (2) / [illegible] largest subscription list of any journal in its field.

The History Department is planning for the introduction of a Ph.D. program.

Fine Arts. The Speech Department has planned a complete curriculum [illegible] Angel and R. U. R. and conducted a reading of a [illegible] Island. The Speech and Hearing Clinic now has a clinical [illegible]

[illegible]

[illegible]DUATE WORK. As of the end of this report period, 16 of our 20 [illegible] Master's [illegible] Ph.D. [illegible] Like so many of its counterparts in the lesser-known Land-Grant [illegible]ns, this College has lagged particularly in the introduction [illegible] Ph.D. work in the Humanities. In an effort to correct this intolerable situation, the Departments of English, German, and History are making [illegible]tative plans for Ph.D. work. In a stimulating address at the recent [illegible] vocation of [illegible] and State Universities [illegible] ented powerful [illegible] veen the [illegible] ity in graduate education in the Humani[illegible]

B PERSONNEL.

(1) Detailed needs for new professional positions [illegible] presented in my memos of December 1 and 13, 1961. I wish only to repeat one sentence from the first of these memos:

IT IS NOT POSSIBLE FOR OUR FACULTY TO TEACH MORE FRESH[illegible] STUDENTS, TO TEACH MORE [illegible], NEW PH.D. PROGRAMS, TO DO MORE RESEARCH WORK, AND TO ROUND OUT DEPARTMENTAL OFFERINGS AS LONG AS NEW TEACHING POSITIONS ARE FIGURED ON A 15:1 RATIO AND AS LONG AS ONLY TRIVIAL AMOUNTS OF 03 MONEY ARE AVAILABLE FO[illegible]

(2) This College has a pressing need [illegible] faculty positions than the entire University [illegible] At the present time this College carries between 70 and 80% of the teaching load (as measured by student credit hours) of the entire University even though it has only 43% of the total full-time faculty of the University. Stated in another way, this College is responsible for more than double the combined teaching load of all the rest of the Schools and Colleges in the University. A radical change in University allocations of faculty is sorely needed.

(3) It is imperative that allocations of new faculty [illegible] at a much earlier date so that Departments have a better chance to [illegible] qualified [illegible]

As a general matter of policy, this College considers it desirable to broaden offerings in non-western studies in [illegible] of the greatest defects of American higher education is its [illegible] to stress western studies to the virtual exclusion of [illegible] that over 800 million people live in Russia and China alone. [illegible]ly, the Philosophy department is being encouraged to look for a fa[illegible] member in Asian or Oriental philosophy to start work in September, 1963. Plans are underway to offer Portuguese in September, 1962. A staff member competent in the area of South and South East is contemplated for the Government department in September, 1962.

(5) Administrative. The need for an Assistant in the Dean's office was emphasized in last year's report. The Dean and Associate Dean spend

far too much of their time performing work which could be done by such a person. Mrs. J. L. Dowd is eminently qualified for this position, and the need to upgrade her position has reached emergency proportions.

(6) The informal breakdown of this College into Divisions of Biological Sciences, Physical Sciences, Mathematics, Social Sciences, Humanities, and Fine Arts (see Section III of this Report) will have to be formalized in the near future. Since much smaller Schools on this campus have associate deans, it seems reasonable to contemplate Heads for at least ome of the above Divisions.

(7) Department Headships. Funds must be made available for reimbursing the Department Head (or a professor he may designate) for running the Department during the summer. All departments operate during the summer but only one Department Headship is an "A" position. This is a ridiculous situation as far as the other 19 departments are concerned.

The undesirability of giving tenure to persons as Department Heads has become even more apparent during the past year. Present University policy is a departure from common academic practice; if continued, it will greatly hamper the development of this College. (Needless to say, the Dean also should not receive tenure as Dean!)

(8) Technical and Clerical Staff. I wish to repeat the glaring need for at least 12 new positions of this type for next year (as detailed in my Budget memo of July [illegible], 1961). These positions would relieve the present faculty of non-professional duties and greatly increase [illegible] [illegible]. This need is particularly important in [illegible] [illegible] [illegible].

(9) The pressing need for 64 new positions for graduate assistants was detailed in my memo of December 1, 1961, to the Provost. The highly needed intensification and broadening of graduate work will be impossible without a much larger budget for graduate assistants. Graduate assistants can be used for lower-level instructional duties, the more valuable time of senior faculty thereby being saved for higher-level work.

(10) Some tenure faculty members of the clinical staff in Psychology still are being supported from NIMH research grants. It is imperative that the University assume the salaries of these persons.

C. FACILITIES.

(1) Fine Arts Building. A planning appropriation for this building should receive high priority. As stated in last year's Report, this building is needed for the educational activities of the Departments of Art, Music, and Speech. The Old Chapel is entirely unsuited to the needs of the Music Department, and the dampness is hard on musical instruments.

(2) Astronomy Building. A temporary building to house the 20-inch reflecting telescope (donated by Mr. Alton L. Miller) is desperately needed. No competent astronomer can be expected to stay at a University without any observing facilities of its own. This building should receive TOP PRIORITY (see my memo of October 24, 1961, to the Provost).

The Four-College Astronomy Department is actively soliciting outside funds for the purchase of a 48-inch reflecting telescope. A building to house this telescope is absolutely necessary (see my memo of October 24, 1961).

(3) Addition to Bartlett Hall. Immediate consideration should be given to the possibility of adding a new wing to Bartlett Hall. In order to provide office space for new faculty, 3 or 4 classrooms or seminar rooms in Bartlett should be converted into offices by September of 1962. For September, 1963, even more office space will be needed. [illegible] [illegible] space has been stressed by each department presently located in [illegible]

(4) Addition to Machmer Hall. A new wing on Machmer is needed to provide: an auditorium seating 300 students; more office space; [illegible] Each department presently located in Machmer has stressed the need for more space. This need is particularly urgent if the Placement Office and the offices of the Dean of Students are to be permanently located in Machmer.

(5) [illegible] of Biochemistry and Biophysics. Justification for the creation of this new department will be supplied in the near future. Suffice it to say that this College presently has no offerings in biophysics and far too limited offerings in biochemistry. I recommend that a new wing be added to Goessmann Laboratory to supply space

for this department and to supply badly-needed additional teaching and research space for the Chemistry Department. If a medical school materializes, the need for a department of biochemistry and biophysics will be even greater than it now is.

[illegible] [illegible]

[illegible] [illegible] obtained, the operations of the 8 departments located in Bartlett will be seriously hampered. Large items include:

[illegible]
Piano
[illegible]
[illegible]

[illegible] ve to be purchased out of 15 money, t [illegible] rge allocations is apparent. In addition, 20 ea [illegible] for the audiometer in the Speech Department.

[illegible] Music. Two grand pianos (cost = about $6,000) are badly needed. Two of the three pianos presently on hand are in poor condition [illegible] for ensemble courses also are needed. If the University wants a good [illegible] be absolutely necessary. Undoubtedly our Music department is unique in having so few musical instruments. Furthermore, money is needed to repair musical instruments and record-playing equipment. The [illegible]

(2) [illegible] Library in M [illegible]

[illegible] necessary [illegible] trips. [illegible] y for the University in the [illegible]

[illegible] and maps. The Psychology department needs much more 15 money and the Botany department badly needs a $15,000 spectrograph for [illegible] has not been as large as similar budgets for single scientific dep

in comparable universities. We must face this problem realistically. There is no solution except an enormous increase in our 15 budget. The Chemistry department's entire 15 allotment for last year would have been insufficient to meet the pressing needs of only one course (Chemistry 43). The $216,000 requested for 1962-63 in account 15 is the very minimum needed if we as a College are to move forward. (see my Budget memo of July 5, 1961). The highly competent new Heads of Botany and Chemistry will be extremely disappointed if we cannot supply their departments with badly-needed equipment.

(6) Repair. The College budget for repair of equipment is not keeping pace with the purchase of new equipment. Many of the large items of new equipment are purchased from grant funds, so certainly the University has the obligation to keep them in repair. The equipment obtained in the recently completed buildings will deteriorate rapidly without adequate funds for repair.

(7) Maintenance. The new system of assigning men to each building is a big improvement over the old method. However, a much larger maintenance budget is needed so that requests for small maintenance jobs can be handled immediately.

E. I believe the need for increased funds for travel, for visiting faculty speakers, and for books and journals for the library is so well-known that it requires no additional mention.

F. Problem Departments.

(1) Geography. Our geographer presently is attached to the Geology Department. We are conducting an analysis of our long-range needs in Geography

(2) Music. We have insisted that the activities of the Music faculty in extracurricular music functions be sharply reduced, at least until the Music curriculum has attracted a reasonable number of majors. [illegible]

(3) [illegible] out depending on faculty help from the other colleges in the area.

(4) Astronomy. The Four-College Astronomy Department is unique in this country and is looked upon with great favor by the foundations. With [illegible] from the University, this department could [illegible] nationally recognized [illegible]

(5) Physics. An evaluation of the Physics department is being undertaken in order to make the best possible plans for utilization of the new addition to Hasbrouck Laboratory.

(6) [illegible]. This department is in need of invigoration at all levels. Whether this invigoration can be accomplished under the present Head is highly doubtful.

(7) Journalism (currently attached to English). In general, we accept the recommendation of the Journalism Consulting Committee, but we recommend that additional staff members be added gradually-- starting with one next year. We believe a Headship position for Journalism is unnecessary until the faculty numbers about 5. In the meantime, one member of the Journalism staff should be given administrative responsibility for Journalism, and this person should not be Mr. Musgrave.

G. Attendants for Departmental Libraries. The need [illegible] of having, departmental or interdepartmental libraries cannot be questioned in a University context. However, the [illegible] of some of these libraries is chaotic. It seems sel[illegible] [illegible] departmental libraries [illegible] supervision of the Main Library. An adequate budget [illegible] departmental libraries is absolutely necessary.

H. [illegible]

The tremendous challenge offered by my present position is both stimulating and terrifying. I am stimulated by the opportunity to participate in building a College of Arts and Sciences of a caliber equal to or better than any in the country. I am terrified by the possibility that forces beyond our control [illegible] increase the quality of our offerings while simultaneously increas[illegible] their quantity. A prerequisite to our progress toward excellence is [illegible] University must have [illegible] affairs. Greater freedom will permit us to make far better use of [illegible] dollar spent, but many more dollars must be a[illegible] progress toward excellence is not to stop at medi[illegible] [illegible] In order to keep the most highly qualified mem[illegible] faculty and to recruit still better faculty, s[illegible] improved, particularly at the higher ranks.

I. Moyer Hunsberger

I. Moyer Hunsberger

Annual Report, 1960-1961 December, 1961

School of Business Administration
University of Massachusetts

Prologue

> "We are not yet a great university, but we have every right to aspire to greatness, and we have the deepest determination to try to achieve it." (President John W. Lederle in his inaugural address as fifteenth President of the University of Massachusetts.)

The School of Business Administration, as one of the Schools in the University of Massachusetts, is bending its efforts to make the statement come true as rapidly as that is possible. Both the School and the University have within them outstanding faculty members, fully the equal of many faculty in the better known universities. This, however, is no great consolation for us. Too often we lose these people and too often the siren call of other universities creates louder, and more profitable, music than we can muster. I realize that we are working on many fronts to change our competitive situation:

1. By the diligent searching for excellent faculty members.
2. By the construction of classroom and office buildings containing the best equipment we can get considering our problems with the Division of Building Construction and the Bureau of Purchasing.
3. By the great efforts to free the University from restrictive State Controls over the most vital decision areas of the educational program.
4. By a conscious plan to appoint good administrators capable of designing a modern university.
5. Establishing an atmosphere on the campus for excellent teaching, outstanding research and devoted public service.

These are the preconditions for excellence. The School of Business Administration will do what it can to help. Actually, if one is realistic, one might conclude that it is not possible for everyone in a University to

be excellent. No organization is made up wholly of geniuses nor even entirely of people of outstanding talent. We shall achieve what we wish by substantially increasing the number of outstanding faculty and administrators, by increasing the number of the very good and by raising the standards of the good. We should, if we can avoid it, have no one that is poor. Such a university could "hold up its head" anywhere and at any time.

Achieving this kind of a university and this kind of a school remains our problem. The achievement is intimately related to internal administrative support and to the School's ability to make hard decisions when promotion and tenure are being considered. The transition from a small agricultural college to a university itself produces many issues and difficult problems. Any transition from an average standard to a higher one involves personal tensions of a high order, recognized by doctors and university administrators alike. The constant pressure placed upon a faculty to "produce" to play a part on campus committees, to engage in many outside "programs," to be active in civic affairs, to be excellent in teaching and in research will not bother the highly motivated faculty member with a tremendous amount of energy and drive, but the pressures take their toll of those less motivated, less capable of standing the pace and less able of ever reaching "excellence." A deep problem of human relations arises in those cases of average but hard working, conscientious members of a faculty. When universities appear to reserve its prizes to its "stars" then the lesser players may or may not support the "stars." This constitutes a "cost" even in the great universities. I presume that we should take this kind of a risk. In our case the transition period is likely to take longer because we are still struggling with centralized State controls. And this struggle diverts much energy away from the trend to greatness.

Some Facts and Figures:

1. Appropriations

	1959-1960	1960-1961	1961-1962
03	$6700	$7200	$8700
10	800	900	1500
12	300	500	500
13	1000	1300	2000
14	1500	1500	1500
15	1500	1000	500(See below)
16	---	---	300

The Chairmen of each of the four departments are compensated from 03 Funds. Originally the per cent varied according to size of each department (between 12% and 15% of the basic salary). Beginning with September, 1961 the per cent of each Chairman's basic salary has been fixed at 12%. This is the differential of Heads of Departments under the classified salary system, although this latter per cent is based on an academic and not a longer period of legal obligation.

It is my hope that the issue of Chairmanship can be settled before September, 1962. Should we attain greater freedom over our internal organizational structure the problem can be easily solved.

2. Faculty and Assistants

	As of September		
	1959	1960	1961
Professors	2	3	4 *
Associate Professors	8	8	9
Assistant Professors	4	5	6
Instructors	4	3	3 **
Graduate Assistants	3	2	6

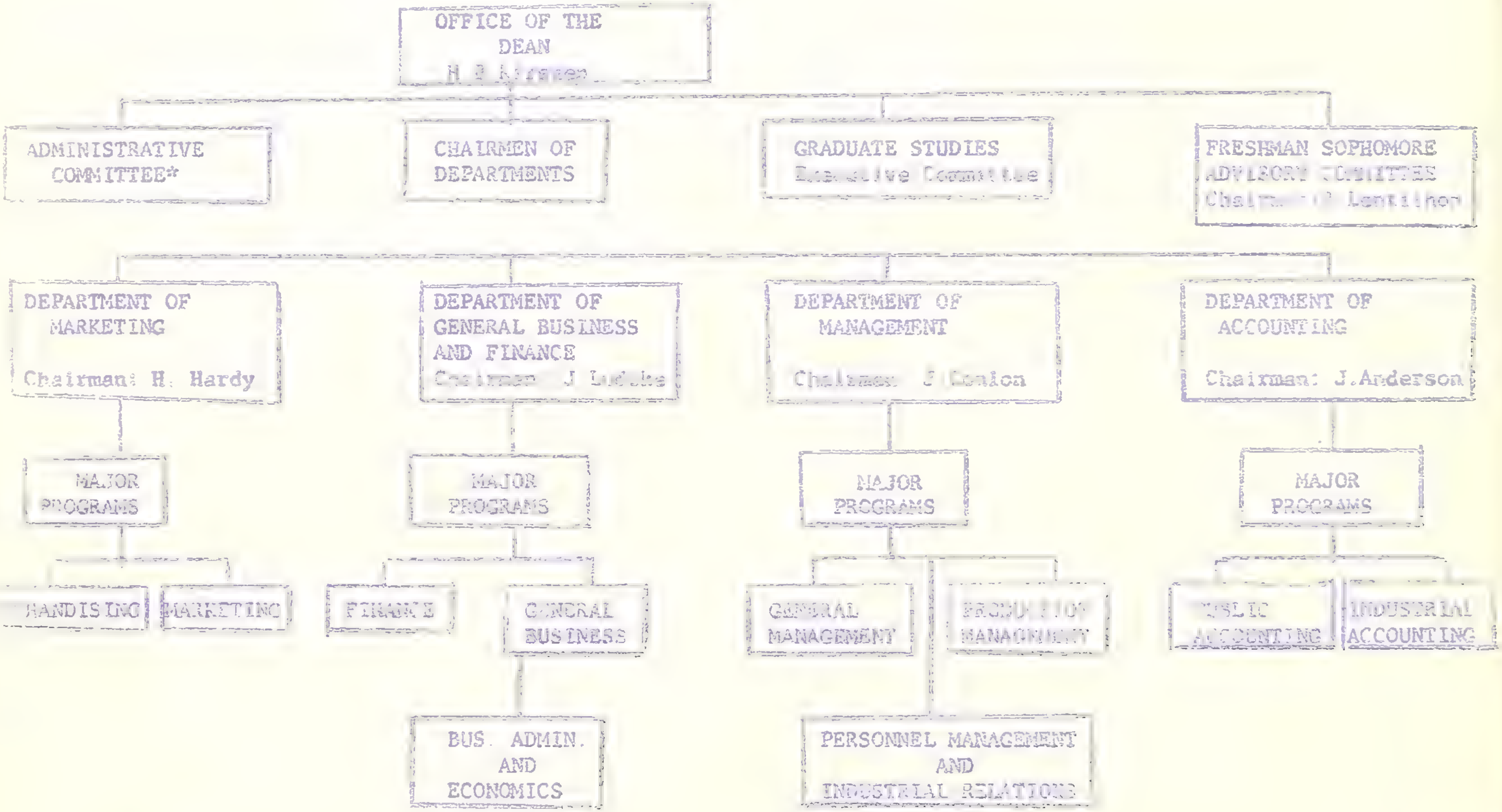
* Includes Professor Ludtke, who is on Sabbatical Leave at M.I.T. and Visiting Lecturer (Professor) Surrey.

** Includes Mr. Elkins, who is on leave at Indiana University.

Note: $900 has been added, December 1961.

December, 1961

SCHOOL OF BUSINESS ADMINISTRATION


OFFICE OF THE DEAN
H. B. [illegible]
ADMINISTRATIVE COMMITTEE*
CHAIRMEN OF DEPARTMENTS
GRADUATE STUDIES
Executive Committee
FRESHMAN SOPHOMORE
ADVISORY COMMITTEE
Chairman: P. Lentilhon
DEPARTMENT OF MARKETING
Chairman: H. Hardy
DEPARTMENT OF GENERAL BUSINESS AND FINANCE
Chairman: J. Ludtke
DEPARTMENT OF MANAGEMENT
Chairman: J. Conlon
DEPARTMENT OF ACCOUNTING
Chairman: J. Anderson
MAJOR PROGRAMS
MAJOR PROGRAMS
MAJOR PROGRAMS
MAJOR PROGRAMS
MERCHANDISING
MARKETING
FINANCE
GENERAL BUSINESS
BUS. ADMIN. AND ECONOMICS
GENERAL MANAGEMENT
PRODUCTION MANAGEMENT
PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS
PUBLIC ACCOUNTING
INDUSTRIAL ACCOUNTING

* Includes the Dean, and Department Chairmen.

4. **Students**

Students	As of September 1959	1960	1961
Accounting	50	50	68
General Business and Finance	79	60	55
Management	88	75	75
Marketing	51	53	44
Freshmen *	167	120	134
Sophomores *	113	136	130
Graduate Students			
On the Campus	11	9	34
The Pittsfield Program	56	56	52
Total major students on campus	559	527	530
Total students (majors & Pittsfield)	615	579	582
Total students taught on campus	1321	1116	1283

* Students in the School of Business Administration select their major departments in the second half of their sophomore year. Until then they are under the jurisdiction of the Freshman-Sophomore Advisory Committee. The Chairman of this Committee is responsible to the Dean.

As I have mentioned in my previous annual reports, our enrollment generally rises during the spring semester. Although some from our School leave the University or transfer to other Schools and Colleges on the campus, we have a net gain when the transfers are completed from other Schools in the University.

Enrollment over the country has not increased significantly for Schools of Business Administration except enrollment in graduate work. I believe the limits of the "tapering off" will be reached in about five years. The same factors that have diminished Engineering enrollment have operated with us. But we have an added factor: recovering from very strong attacks on our Schools by those who feel that we "down grade" our educational program and provide a haven for poor quality faculty members (and possibly Deans too).

The brush of the criticism has been broad and the charges sweeping. The net result has been good for the Schools that always wished to improve but bad for enrollment. I would add to this also the fact that Schools of Business Administration developed too rapidly after World War II.

The great rush to science and the hoped for rush to Engineering will also taper off. You cannot have an Economy running at high speed or one requiring great productivity for defense purposes and ignore Business Administration under whatever name might be used to "dress it up." A tenth rate Economist would know that in the allocation of resources and manpower the skills and knowledge for management and administration of business or government enterprise require Business Administration. Research people cannot run businesses, at least, not while in the laboratory. How people including students are allocated among the thousands of occupations and professions and businesses is not decided by the universities and colleges themselves except indirectly. Such choices are made by the individuals concerned. We have not yet come to the view that there should be an overall government policy on such choices.

I am less worried about enrollment in the future than I am in the quality of our own student body. To date our flunk rate is higher than that of the University. A rise in our freshmen numbers does not mean an increase we can rely on. One quarter of our class of 1964 failed. Many of these were not of college standard when admitted. To a certain extent it is a terrible waste to admit students who are more likely to fail than stay with us. I am not speaking of "border-line cases." Schools of Business Administration have been criticized for having students of lower qualifications but I hope

it is understood that we do not admit them. This is the job of the central office. Furthermore, we do not even teach them until they are sophomores and for these students we teach only one course: Accounting. As a result, our students are pretty well screened in the first two years so that most of our teaching is for those that survive. This would be a very good thing except we do not have enough good students. We have too many closer to the average than above it.

We have raised our standards for graduation from our School by requiring our students, beginning with the class of 1964, to have a 2.0 average in their "core" courses (Accounting, Statistics, Business Law, Financial Institutions, Principles of Marketing and Principles of Management). It is too soon to guess what might happen. I suspect we shall have a number of "transfers." Over the long run, however, it is essential to dispel any thought that might exist on this campus or elsewhere that the School of Business Administration is an "easy place" to get a degree. I have been convinced for a long time that the large majority of students in this University are quite capable of doing much better than they do, that our minimum average for graduation is far too low and that our current worry about flunk-outs will pass when a tradition for better work is established among us. This is not to say that there cannot be numerous cases of unjust faculty grading. In general, however, it is impossible to prove any concerted faculty conspiracy to down grade students that deserve better treatment.

While discussing this problem of minimum average for staying, either in a School or a University, I wish to add my voice to those that feel it is about time we had a "probation" system as a warning to poor students.

5. Faculty Activity

I can truly say that this past year has been one of our best, if not our best, in the diligence and "productivity" of our faculty. Standards can be raised

when a faculty has a large hand in producing that result and the basic function of a Dean is to encourage and promote that part of a faculty that wishes to probe into new areas of scholarship and teaching. These members have an impact on those less willing or less able to keep ever fresh and vital in their fields and in their teaching.

Last year our faculty voted to form a Faculty Advisory Committee on Research. Membership on this committee was purely voluntary. I merely selected the Chairman, Dr. Pao Cheng. This group has sponsored Colloquia on the campus:

1. "Quantitative Approach to Business and Economic Research, What is left of the Qualitative," by Dean Kirshen
2. "A Symposium on Interdisciplinary Research" participants: Professors O'Donnell (Business Administration), Schoeffler (Economics), Shute (Philosophy), Teichner (Psychology), Yablonsky (Sociology) and Agarwal (Engineering).
3. "A Syncretic Approach to Business Research" by Professor O'Donnell.
4. "Computer Simulation as a Methodology in Business Research and Teaching" by Professor Cheng.
5. "Mutual Funds from a Buyers Viewpoint" by Visiting Lecturer Surrey.
6. "Problems of Methodology in Business and Economic Research" by Professor O'Donnell.

In addition to the establishment of Business Administration Colloquia the Research Committee has been active in seeking funds for research and in building up our library in many fields.

The Committee has recently organized a Mathematics and Statistics Seminar for those on our faculty who wish to participate. The Seminar will begin next September and last for the entire academic year. Professors Cheng and Ludtke will be the Directors. So far about seventy per cent of our faculty has indicated interest in this proposal.

I shall now indicate faculty activity by the separate departments:

a. Department of Accounting

Assistant Professors Fitzgerald and Krzystofik received Masters degrees (Economics) from the University of Connecticut last June, 1961 Professor Krzystofik is a CPA and Fitzgerald will sit for his CPA examinations next spring.

The Chairman of the Department, Associate Professor Anderson and Associate Professor Lentilhon completed a Handbook in Accounting Problems this past summer. A publisher is actively interested in the Handbook, now being used in mimeograph form in our Elementary Accounting classes. Both men are also writing a text in Accounting and have submitted a few chapters to a publisher. In addition, both men are CPA's and are called frequently as consultants on income taxation and auditing. Professor Anderson was invited and attended a two-day conference on Government Accounting held at Washington, D. C. in November, 1961.

Associate Professor Singer was invited to attend the 1961 Summer Visiting Professors Case Method Program at the Harvard Graduate School of Business Administration. His article "Accounting is a Matter of Taste" will be published soon in the Journal of Accountancy. He has submitted an article to the Accounting Review. Professor Singer has aided us materially in our development of a graduate program. In October, 1961 he participated on a program during the meetings of the Northeastern Accounting Association.

For the third time Assistant Professor Donald Stanhope was asked to aid in setting standards for the national CPA examinations. Generally he spends some time during summers and vacation periods in New York City. The invitation to do this is considered an honor among members of his profession.

b. Department of General Business and Finance

Professor Ludtke is on Sabbatical Leave at MIT on a Sloan Fellowship. He has been reappointed as Chairman of the Department for a five year term and will return to the campus in September, 1962. Currently he is studying Mathematics and Statistics as related to Business Administration. During the summer of 1961 he studied similar fields at both Harvard and MIT under a Ford Foundation grant. His text on The American Financial System was published by Allyn and Bacon this year and has been adopted, so far, by 16 colleges and universities throughout the country.

Associate Professor Kyler is Acting Chairman of the Department. He is diligently pursuing a project on income taxation among various countries of the world. His aim is to establish a course in this area and write a number of monographs. He attended a Forum on Finance last summer sponsored by the American Stock Exchange and other financial institutions

Associate Professor Pao Cheng was invited to attend a Ford Foundation Seminar on Computers at Carnegie Institute of Technology during the summer, 1961. He has recently been invited to attend a similar Seminar at the University of Michigan next summer, 1962. He is directing a research project on "Mutual Banks and their Financial Position" for the Pittsfield Savings Bank under a grant of funds made available to our School last summer. Professors Surrey, Conlon and Burak are participating in the research project. An article "Portfolio Selection and Re-Investment Rates" has been accepted by *Management Science* for publication in the near future. Articles on other financial subjects have been submitted to various scholarly journals. With a collaborator, Mr. L. Lempert (of Statistical Indicator Associates) he is writing a book on "Economic Indicators and Company Forecasting." Another joint project, with the support of University Research Funds, is "Computer Simulation of an American Industry" Cheng, Conlon (Management), Singer (Accounting) and Schoeffler (Economics).

Assistant Professor Burak is writing his thesis for his Ph.D (Clark University) in Economics. As stated he is participating in the research project on Mutual Savings Banks.

Associate Professor Rivers is a member of the Springfield Traffic Club and Chairman of the Program Committee of Delta Nu Alpha (a transportation organization.) He is revising an article on "Urban Transportation" for the University of *Illinois Quarterly Review of Economics and Business*.

Visiting Lecturer (Professor) Surrey is extremely active and has been invaluable as a member of our faculty. He is doing research on "The Economics of Legal Discrimination - A Study of the Legal Environment of Mutual Savings Banks." He is a co-author of a *Case Book in Life Insurance* under a grant of the American Risk and Insurance Association. The book should be published soon. Two other works are in progress: "Modified Case Method Syllabus for use in Corporation Finance" and "Situation Buying of Equities."

c. *Department of Management*

Associate Professor John Conlon, Chairman of the Department of Management, was a Consultant, during collective bargaining negotiations, for the Springfield Newspapers Employees Association. In cooperation with Professors Cheng, Schoeffler (Economics) and Singer, he is conducting research on the simulation of a business decision-making case. He is active as Assistant to the Dean.

Instructor Elkins is on leave of absence, without pay, working on his DBA at Indiana University. He is not likely to return until September, 1963.

Instructor Thurlo Johnson, appointed in September, 1961, is very active on the Advisory Committee on Research. He brings to us 30 years of business experience and is doing a good job "getting the feel" of an academic environment.

Professor O'Donnell served during the summer, 1961, as Consultant in Management to the University of Puerto Rico in the development of their graduate program. As Chairman of the newly established College of Philosophy of the Institute of Management Science, he gave a paper at Brussels, Belgium in August, 1961. He has been very active in this Institute and was the leading member that established the "College." He will be on Sabbatical leave during the academic year, 1962-1963. As indicated previously he has been a frequent participant in our School of Business Administration Colloquia.

Associate Professor Lawrence Hackamack resigned in June, 1961, to become Head of the Department of Management at Northern Illinois University.

d. Department of Marketing

Professor Hardy, Chairman of the Department, is co-author of a training manual prepared by the International Sales Training Institute. This is to be published fairly soon.

Assistant Professor Drew-Bear organized an outstandingly successful Retailing Conference in the summer, 1961. Retailers from all over the country came and were enthusiastic. A few sent grants of money to carry on research in the field of discount merchandising. The Conference was profitable to the Department to the extent that the faculty voted to offer a prize each year to the Marketing student doing the best work. Professor Drew-Bear has been asked to do research (of a service nature) for a merchandising organization. He is active as a consultant for a number of retailing establishments.

Instructor Lawrence Johnson was appointed September, 1961, and is already active in research. He expects to receive his Ph.D degree from Stanford University within a year and a half.

Assistant Professor Edward Zane is writing his thesis for his Ph.D (Department of Economics, University of Massachusetts.) He will be on Sabbatical leave during 1962-1963.

e. The Dean

I have been asked to contribute another article to IL POLITICO, published by the University of Pavia, Italy. My article on "The Ideology of American Labor" was published in September, 1960. I participated on a panel of the New England Association of Deans of Collegiate Schools of Business at our 1961 meetings at Dartmouth College (The Amos Tuck School of Business Administration) and was one of four administrators that was on a panel of the Eastern Association of Deans. The meeting was held at Atlantic City.

6. Special Programs

a. For the fourth time we shall have the Junior Executive Training Program sponsored and financed by The Experiment in International Living, headquarters in Putney, Vermont. Each time we receive from 12-15 young European managers for an intensive six weeks management training program. The "Experiment" feels satisfied with our program and I know that we have profited greatly, not only in having these young men (once in awhile we have women) but in affording some on our faculty the experience of knowing and teaching them. Professor Conlon is our Coordinator and is responsible, working with me, for drawing up the main outlines of the program and selecting the staff. We have called upon certain members of the Department of Economics to help us.

b. Our MBA Program at Pittsfield is more than holding its own. Six students expect to receive their degrees in February and four more will get theirs next June. Those among our faculty that have taught the Pittsfield students have praised the maturity and the quality of the students. This type of thing could be expanded but limited personnel is a present factor. Until we have expanded facilities I think we should do well with what we have and not spread our efforts too thin.

7. Future Plans and Needs

a. Our new building, when it is completed by September, 1963, (we hope) will afford us the expanded space and design to accomplish all we would expect of a School of Business Administration. There is no need to comment further. We do not produce excellence or even a high level of performance by merely having a new building. A poor faculty can be in it and a poorly designed organized educational program can flourish. We understand that, but given a modern building with the best equipment, an excellent faculty and an excellent organization can do wonders. I need not belabor the fact that excellent men need (or must invent) excellent facilities. The time is past when the best of 50 years ago can produce what we wish today.

b. First and foremost I place the faculty. We must surround ourselves with an outstanding faculty. My function as a Dean is to get such people (always striving for better salaries, of course), encourage such people to use their best efforts, and to keep open the opportunities to do the best in teaching, in research, and in service. I am convinced that a School needs enough of these faculty members to "spark" those whose objectives seem lower than the best. I am sure that "pressure" can do harm to particular personalities in specific cases but, apart from discovering such cases and attempting to handle them with humanity and sympathy there can be no substitute for outstanding accomplishment. "Good will" toward those who produce little is no equivalent for professional stature.

It is essential that this School become known among our professional colleagues in this country. This is one reason I have encouraged our men to seek Ford Foundation Seminars, give papers at meetings, serve on panels, become members of University Committees. . .to be there where decisions are made. This School must not be left out anywhere. I think we are accomplishing our goals "outside." I can see this by the number of inquiries we receive for positions, by the number of applications from prospective graduate students from all over the country. We must build our internal strength so that we can offer a program with conviction and pride. I am not interested in diligently advertising a "weak" School. We are not weak, of course, but we can be a lot better than we are. We cannot be smug. Given the public criticism, Schools of Business Administration cannot be smug anyhow, even the best of them.

It will be no news to anyone that our salary situation must be improved. I am surprised we do as well as we do but I suspect this is because many among our new faculty have a tremendous amount of faith in the future. Some have told me that they know salaries must rise and these faculty members are willing to await that day, assuming it will not come too late. They are also impressed with the efforts of the President to achieve "Autonomy." This too influences many to stay with us, helping where they can. I shall just offer one illustration about salaries: a young student, who received his MBA with us and who is completing his Ph.D (University of Illinois), took a position with Kent State University as an assistant professor at $8200. The maximum for an associate professorship here is $8684. My young friend felt chagrined to receive more than many of his professors did here (or almost as much.)

Within the next four years I estimate that we should add at least seven (7) to our faculty. These will come from three sources: slow expansion of our undergraduate program, faster expansion of our graduate program, and establishment of a Bureau of Business and Economic Research.

In keeping with the trends elsewhere many of our faculty wish to pursue research. It is not a question of teaching versus research. It becomes basically one of teaching and research. There will come a time when only a rare few will argue these in the alternative. The real problem then becomes, as it is with teaching, what is the quality of the research? How shall we measure that quality? How shall we weigh it along with other factors that go to make an excellent member of a faculty?

c. We shall have a concrete proposal soon concerning a Bureau of Business (and Economic) Research. Aside from the structure of such a Bureau I do have one principle I emphasize: Research in this School must be tied to teaching. I prefer not to have an independent Bureau. I think it far better to have faculty members associated with the Bureau rather than exclusively with it. Certainly a part time Director would make a good beginning. Also I prefer that the members of our Advisory Committee on Research have a large hand in both its organization and its operation. Ultimately we should have a journal that would not only afford an opportunity for our own faculty but for others throughout the country. Many are being started and there is a distinct trend toward the more scholarly rather than the purely "service type" that filled the mails at one time. I think that this trend goes beyond the intellectual snobbery appeal. As business and government organizations become more sophisticated in nature and personnel become more educated the purely service demands decrease. The desire for "basic research" becomes greater. At any rate the trend makes me feel happier about the future of our School as well as the future of our University.

d. The need for an Assistant (or Associate) Dean is already here. Associate Professor Conlon is that for all practical purposes. I am anxious to have the title fit his job. At any rate I am anxious that he be placed on a 12 months basis. I shall not repeat the reasons for this here as they were given to Dr. Woodside. I make the recommendation part of this annual report only to emphasis the need and to indicate both present and future possibilities. Should Professor Conlon be placed upon a 12 months basis then I would select another Chairman for the Department of Management. Administratively, it is not effective or good to have one man in more than one significant position.

e. The expansion of our functions, as well as our staff, has placed tremendous pressures upon our secreterial help. We continue to have fewer secretaries than needed. Two secretaries for four departments carry too great a responsibility. My own secretary must help and we must, in addition, employ student help. So far this year we have been very fortunate to have an experienced wife of one of our graduate students aid us. We use 03 funds for this and I am very much aware of the fact we shall run short sooner than we should, but the work must be done. I think it is not realized too fully that, even if we have fewer faculty members than some large departments, as a School, we have a tremendous number of obligations and functions that go far beyond obligations and functions of a department.

Of course we may be the perfect illustration of "Parkinson's Law." We pile report on report, paper on paper, memo on memo, examination on examination ad infinitum. A friend once referred to the academic profession as the Jaw Bone profession. That jaw bone must be made of paper.

f. I am concerned about our Chairmanships and their legality. Fortunately for me our Chairmen rarely mention the issue so I do not have to keep explaining. It will help a great deal to have this problem of internal organization settled.

But the problems of Chairmen and their compensation are related to our Trusteeship Bill. The future holds a great deal for us all should a Bill become law -a Bill that gives us substantially what we need for the University. May it have success. I would like to join anyone in a rousing celebration when we hear good news from the General Court. Should we get a medical school and a law school too I am certain the benefits will shower down upon us all.

Respectfully submitted,

H.B. Kirshen

H. B. Kirshen
Dean

December 1, 1961

President John Lederle:

Sir, I beg leave herewith to present my sixth annual report of the School of Education.

The School of Education is now entering its sixth year. This is indeed a big year in the history of the School. We have now entered our fine new quarters, with classes for the first time being held both in our college classrooms and in the Laboratory School. Although our furniture has not all arrived and some important equipment is still lacking we can already see considerable progress toward coordination of these two facilities and we are beginning to sense the magnitude of the opportunities that are opening up for the School in the improvement of our programs and in the fields of exploration and research. Truly the School has "come of age". The change has been rapid and adjustments in policy must be implemented rapidly in order to meet it. This is the price of growth and all of us must be prepared to pay the price. I know I speak for a large majority of my staff when I say that they are prepared to meet the challenge eagerly and effectively.

I wish at this time to thank the administration for their continued attention to our needs and to assure our President and our new Provost of our continued loyalty and support.

Albert W. Purvis

. Growing Pains

As a School becomes larger there comes to be more and more need to emphasize broader objectives and to take on new functions. In most Schools this growth is gradual and a gradual adaptation to the new objectives can be made by the staff and by the administration. This has not been the case with the School of Education. Two years ago we were a small School, located in cramped quarters, with a relatively small staff and a small library. During these two years we have entered our fine new building with its unexcelled facilities for improved and enlarged programs and for research, our staff has increased nearly fifty percent even without counting the staff of our Laboratory School and our library with the additional books of this year will have nearly doubled. Two years ago we were concerned largely with our undergraduate program while today the pressure for an expanded graduate program can no longer be ignored. This has been a rapid growth indeed and it has made necessary a very rapid shift in procedures from ones designed for a small School to ones designed for a large School. This change opens up wonderful possibilities for growth on the part of all of us but the growth carries with it the possibilities of growing pains.

The first area of change must necessarily be in the increased emphasis on research and publication. Our emphasis upon the undergraduate program over the years has meant an equal emphasis upon the importance of teaching. This has been good. We have many very good teachers on our staff and their combined efforts have resulted in a very strong undergraduate program. I am convinced that our undergraduate students in both elementary and secondary education receive a teacher education of top quality and I am equally convinced that with the opportunities of our new facilities our programs will become even stronger. We also have the beginnings of a good graduate program but here again the emphasis has been largely upon programs for training specialists where good teaching is the prime necessity. Every effort will be made to see that this fine teaching continues. There is really no place on a School of Education staff for one who is not a good teacher. However, this preoccupation of many of us on teaching our undergraduate and graduate programs has resulted in a very serious imbalance in our School. The function of leadership in the profession as evidenced by research, consultation and publication has been seriously curtailed. This must be corrected and its rapid correction will undoubtedly cause some of the growing pains mentioned above. The staff has been informed that from now on priority in filling

positions, in merit increases and in promotions will go largely to those who are both good teachers and who do some research, publication, or consultation. This is not to be construed as meaning that all staff members are expected to be equally good at everything. It does mean that all staff members are expected to do some research, publication or consultation and that those who are particularly qualified along these lines will be freed from some teaching in order to allow them to put more time on it. Already several staff members have expressed much satisfaction with this changed emphasis since they have been up until now seeking to do some research and writing despite a heavy teaching and committee load.

The Committee on Research

Another development along these same lines will be the increased importance of our Committee on Research. This Committee was mentioned in the Annual Report of 1961. Its function is three-fold. First it was asked to draw up regulations for the use of Mark's Meadow School for research purposes. This it has already done and a copy of the regulations is found in the Appendix of this report. Second it has the task of encouraging research and publication among the staff and of aiding staff members to set up research procedures. The Committee recommended as a partial meeting of this function, the appointment of a trained researcher to the staff. This has been done and the Committee is now moving in further directions to encourage and to aid staff research. It hopes soon to come up with some projects which will enlist foundation support. Third, the Committee has the function of exploring broad patterns of research which might enlist the efforts of several staff members and perhaps enlist inter-school and inter-departmental cooperation. This would mean a better concentration of research and perhaps prevent some of the weakness of "shot gun" fragmentation. It is anticipated that this Committee will play an increasingly important part as we move farther in the large School direction. Soon consideration must be given to the advisability of making the Chairman an Executive Chairman and of freeing him from some teaching duty to perform the multiple tasks.

The Laboratory School

The Mark's Meadow School of the School of Education contains twelve

classrooms, a kindergarten room, a general purpose room and a cafeteria. It opened in September, 1961 with a Principal, a teaching staff of twelve, and an enrollment of 321 elementary school pupils. The major purposes of the Laboratory School are (1) to provide a good education for the elementary school pupils (2) to provide observation facilities for the University students preparing to teach in elementary schools and (3) to provide research possibilities for the staff of the School of Education and the Laboratory School. Already considerable progress has been made in achieving all these purposes. The staff of the Laboratory School was carefully selected through the cooperative efforts of the School of Education and the Amherst School Committee. They are fine teachers with a fine attitude of wanting to help in any way they can to improve the education not only of the elementary school pupils under their charge but also of the University students who observe them. Every opportunity is being used to make these teachers feel that they are a definite and important part of our teacher education program. The observation function of the Laboratory School will be very important. An effort was made to restrict our observation during the first eight weeks but we were soon informed by the Laboratory School teachers that they were ready and eager. The pattern is beginning to evolve. The first eight weeks of each semester will be used primarily for University class observation of demonstration lessons and considerable tryout is underway to determine the most efficient method of handling these. The second eight weeks of each semester will be used primarily for individual observation by the freshmen, sophomores, and juniors in elementary education. Plans are now being discussed to determine how best this phase can be developed. The emerging pattern seems to be for the student to observe three, four, or five periods and then to attend a seminar led by one of the Laboratory teachers. This would be repeated three times by each student each year. Needless to say this will involve considerable organization but it looks promising. The staff is also making a study of the possibility of using University juniors as teacher aides in the cafeteria, on the playground, and in preparing instructional materials. This participation would give more personal contact with the elementary pupils and at the same time would be of assistance to the teachers in taking care of some of their routine duties.

The exploration, tryout, and research purpose is already underway. The Committee on Research has already drawn up the framework for evaluation of suggested projects and already several projects, some suggested by Laboratory teachers themselves, are under consideration. Next Summer the

School of Education is trying out a project in Individualized Instruction using elementary school students and plans are being made for further exploration in later Summer Schools.

The Reading Clinic

In February, 1962 the School of Education will open up its new Reading Clinic. This Clinic will serve the dual purpose of aiding pupils who have reading problems and of training reading specialists for the public schools. Plans are being considered for tying in the Reading Clinic with the Psychological Clinic for referrals of pupils who seem to have psychological difficulties which block their reading and with the Speech Therapy Clinic for referral of pupils whose reading difficulties may be connected with speech problems.

Referrals will be accepted on the elementary level with the pupils of Mark's Meadow School being given first priority. Second priority will be given to pupils from Amherst and from other school systems which accept our student teachers. In the appendix is a copy of the tentative proposals for organizing the clinic together with proposals in connection with diagnosis, remediation and record keeping for elementary pupils.

In February, 1962 the Reading Clinic will accept a pilot group of University students. It is expected that the University Guidance Service will act closely with the Reading Clinic on this level with referrals being made by the University Guidance Counsellor. The best procedure would seem to be for the Guidance Service to do all the screening. They then would refer problem cases to the appropriate Clinic. If any Clinic should suspect that a referral had problems outside their area it would refer the student back to the Guidance Service.

It is hoped also within a year or two to be able to accept referrals from secondary schools. This would enable our graduate students who are training to be reading consultants to have experience with all age students.

Obviously, the Reading Clinic is not going to be able to accept all the referrals that come to it from elementary, secondary, and University levels and some sort of quota may have to be established to conform with the size of the staff in the Clinic. A very real problem presents itself in the financing of the Clinic. Should a fee be charged to cover the cost of materials and the time of the consultant, or should the service be free? We hope it can be free. We expect to add one full time staff member to the

Clinic in September, 1962. After that some of the pressure may be removed by University graduate students in the Reading Consultant program who will be using the Clinic for their practicum. We are also exploring the possibility of using Reading Consultants in neighboring public schools as part time Teaching Associates to work in the Clinic in off hours.

The Graduate Program

Before in this report I have made mention of the need of a School of Education to exert leadership in the profession through research, consultation and publication. All of that is closely allied with the problem of how to build up a strong graduate program beyond the Master's degree. It is a generally accepted principle that graduate courses and the need for graduate supervision means that certain members of the staff who are most actively engaged in it must have a lighter teaching load. It is difficult in a time of rapidly increasing undergraduate enrollment to obtain sufficient staff to take care of this increase to say nothing of relieving certain staff members for research and graduate work. Usually one level or the other has to bear the brunt. In many Schools in many Universities the undergraduate program is taught by graduate assistants thus providing the flexibility required to free the staff for graduate work. In its extreme form this practice can be quite harmful. It is true that graduate assistants can be of much help in helping in laboratories, in helping in small discussion. groups, in collection and preparation of material and in helping with examinations but the practice of turning freshmen and sophomores over entirely to graduate assistants is questionable. At any rate it does not apply to our School of Education because (1) the School of Education does not teach any freshmen or sophomore courses and (2) professional courses in Teacher Education in the last two years should be taught by the best teachers available because so much of methodology is learned by demonstration and example. It follows, therefore, that any considerable increase in our graduate program can come only from sufficient increase in staff to lower the average teaching load of the School -- a teaching load which already should be relatively low because of the nature of the courses being taught.

The Committee on Graduate Studies is giving consideration to this problem and also to plans for the future. It seems obvious that we must expand our graduate programs beyond the Master's degree. There is no state institution

in Massachusetts offering a Doctorate in Education and in our opinion there is no other state institution with the facilities and resources for so doing. We believe we have the facilities and resources because of the staff in the School of Education and because of the especially strong supporting work in the College of Arts and Sciences.

The chief problem seems to be the direction the program should take. Presently a group of University staff is considering the feasibility of a Doctor of Education for teachers in the secondary schools. This degree would be designed to improve the teaching of secondary school teachers and to keep them in teaching in the secondary schools. The chief problem here seems to be that any major changes in language requirements and in the thesis which might make the degree more functional for teachers might at the same time reduce the prestige of the degree to second rate. Another problem which is being considered is whether the School should introduce the Certificate of Advanced Graduate Standing (6th year) before or along with the Doctorate in Education. Presently the Committee seems to be leaning in the direction of recommending the CAGS for September, 1962 followed by the Doctorate a year or so later.

The University Audiovisual Center

The University Audiovisual Center is to be moved to the School of Education and is to be administered by it. Professor Wyman will serve in the dual capacity of Professor of Education and Director of the Audiovisual Center. The Director will prepare a budget with the advice of the AV Council and submit it to the Dean of the School of Education for inclusion in his budget as separate items in each account. The Dean will present the budget to the University Administration. Allocation of funds to the Audiovisual Center will appear on the budget of the School of Education as separate items to be used only by the Audiovisual Center.

The Audiovisual Council will continue to operate as a standing University committee named by the President to:

a. Guide the activities of the Audiovisual Center
b. Act as the campus representative in cooperative use of aids, in-including radio and TV, with off-campus groups
c. Guide licensed broadcasting activities of the University

The Audiovisual Center will continue and expand the production of custom

made materials for campus classroom instruction with particular emphasis on materials for large group instruction and experimental purposes.

The Center will continue and expand its library of films for use by various campus instructors and off-campus organizations.

The establishment of sub-AV centers in major campus buildings will be encouraged in order to have equipment and responsible help near to the instructors actually using AV materials.

A survey of classroom buildings will be made to determine ways and means for improving the physical conditions for wide and good use of AV materials. It is hoped that the Center will also be involved in new classroom construction for the same purpose.

A study of the television needs of the campus should be undertaken before any further separate installations are made. Central receiving and production facilities and a campus cable system should be investigated and recommendations made.

A small campus vehicle and mechanical handyman-driver should be obtained to transport AV equipment, set it up, operate it, maintain it, etc. The amount and complexity of AV equipment, its increased use in large group instruction, and the distance between buildings, make this expansion necessary.

The Uganda Project

In June, 1961 the University and the School of Education were approached by the International Cooperation Administration (I.C.A.) with the request that we enter into contract to send a Survey Team to Uganda, East Africa to look into the feasibility of building for them a girls' boarding school of senior secondary level. The School agreed and a contract was prepared. The Survey Team consisting of myself as Head of Party, of Miss Mary Doris Whyard, Dean of Residence of Northfield School for Girls, and of Mr. Elwyn Doubleday, Principal of the East Longmeadow High School left the United States on July 22 and returned on August 24. The Team travelled rather widely in Uganda talking with school people and with Africans whenever the opportunity arose in order to get as many points of view as possible. Considerable time also was spent in disucssions with the Ministry of Education in Uganda and with architects of the Ministry of Works. Visits were paid to the Territorial Governor, to the I.C.A. headquarters in Nairobi, Kenya and to the British Colonial Office in London. Upon our return I made two separate trips to Washington to discuss

details of the project and on November 27-28 the Survey Team travelled to Washington to make its official report.

The recommendations of the Survey Team have been incorporated in written form and a copy has been handed to the President, the Provost, and the Treasurer. The Team recommended that I.C.A. in contract with the University of Massachusetts undertake to build and partially staff a girls' boarding school in Uganda which would be experimental in the following ways (1) it would be interdenominational, interracial, and intertribal. This would indeed be a pilot effort because at present the schools are more or less separate on all three bases (2) it would be comprehensive in curriculum with academic, home economics, business, and general curricula. In view of the specialized nature of the schools in Uganda this too would be experimental. In fact, such a boarding school would be difficult to find in America (3) it would experiment with newer building materials and methods in order to devise a set of buildings which would continue to look good over the years and yet would cost relatively little for upkeep. In all of these the attempt was made to plan a school which would meet the needs of Uganda rather than to be a monument to the United States. The I.C.A. staff showed much interest in our report and requested several more copies which could be sent to other Survey Teams as a sample of the type of comprehensive report which I.C.A. liked to receive. The I.C.A. staff has accepted the entire report and I have been instructed to work on the following:

A. An Amendment to Our Summer Contract
    1. To extend said contract till May 30, 1962
    2. To include a budget item to bring a Uganda architect to the United States for one month
    3. To include a budget item to send a United States architect to Uganda for three months
    4. To include a budget item for a half time campus coordinator and a half time secretary to serve until a further contract is developed.
    5. To include a budget item for travel and office expenses until a further contract is developed.

B. A New Three Year Contract for supervising the construction, and organizing and partial staffing of a Girls' Secondary Boarding School in Uganda.

Needless to say this is a very large project and one which will entail

much planning and hard work. However, I welcome the opportunity. It will undoubtedly add to the prestige of the School and should serve as an incentive to creative thinking on the part of many of us.

Future Plans and Needs

A. It perhaps seems odd after being in our new quarters for only three months that we should be planning an expansion of our building and that the expansion cannot be unduly prolonged. Three new developments were not anticipated when the original plans were drawn up -- the increase in our Remedial Reading Clinic due to the acceptance of referrals from University students, the housing and administration of the University Audiovisual Center, and the Uganda project. Originally we had estimated that our office and classroom space for thirty-five (35) staff members, not counting secretaries, teaching fellows or administration would serve us through the fall of 1966. At present twenty (20) of these office spaces are in use. With the new additions in programs and with anticipated yearly additions to our staff the projected figures would read as follows:

September, 1962	29 office spaces in use
September, 1963	33 office spaces in use
September, 1964	36 office spaces needed

Thus it can be seen that with normal expansion of staff we will run out of office space by September 1964 and if no more space is available we will be in a bad way indeed by September, 1965. Also at that time our classroom space will be inadequate and the normal expansion in the services of the University Audiovisual Center will require more room.

It is hoped that these facts will be considered in connection with the projected capital outlay. In our judgment the timing should be as follows:

For 1963	To plan the addition	$45,000
For 1964	To build and equip the addition to the School of Education	$700,000
For September 1965	Entry to new facilities	

As originally planned the expansion would be a wing running east and west just south of the present classroom wing in the area now occupied by the white wooden building. The new wing would contain additional offices and classrooms. In addition it would house an expanded and more functional area for the University Audiovisual Center, a more functional Reading Clinic

area, and a better area for Educational Guidance.

B. The original planning for the Mark's Meadow Laboratory School called for the eventual construction of a kindergarten through grade twelve facility. This plan was based on the fact that our secondary education program in terms of the number of students enrolled would be considerably larger than the elementary program and also on the assumption that it is just as important to have observation and research opportunities available in secondary education as in elementary. The original plan, therefore, called for the building of a Junior High School section in 1964 and a Senior High School section in 1967. This plan is now up for re-evaluation by the School. The value of the Laboratory School in the Elementary Education is unquestioned but some staff members in the Secondary Education program are now beginning to wonder if on the secondary level some of the same values could not be derived from the development of a library of video-tapes of actual public school situations which could be used as case studies in our methods classes and for controlled observation and discussion by students. The School wished to add a video-tape recorder to its list of equipment when it moved into its new quarters but the price of nearly sixty thousand dollars seemed prohibitive. Recent developments in this field have now made available a very good recorder, much more mobile than the former ones, at a price of eighteen thousand five hundred dollars. The School now recommends the purchase of such a recorder and a very careful try-out of its possibilities and that the original request for the expansion of the Laboratory School be tabled until such an evaluation can be made. If such a machine is provided the School will needd part time use of a University pick-up truck to transport the equipment to the schools where video tape recordings are to be made.

APPENDIX "A"

1. Appropriations

		1958-59	1959-60	1960-61	1961-62
03	03	1000.00	1480.00	2000.00	21700.00
10	10	2000.00	3200.00	3600.00	4900.00
12	12	50.00	75.00	100.00	500.00
	13	800.00	3000.00	1900.00	5700.00
	14	700.00	1000.00	1000.00	1000.00
	15	400.00	1000.00	500.00	500.00
	16			300.00	400.00
	Library	1000.00	1000.00	1000.00	5000.00
		5950.00	10755.00	10400.00	39700.00

2. Personnel - Teaching

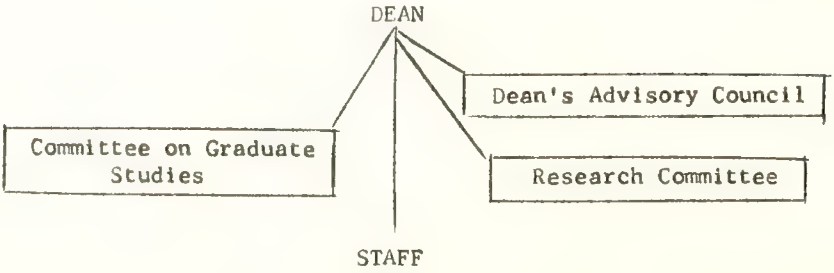
	1958-59	1959-60	1960-61	1961-62
Instructor	1			1
Asst. Professor	5	8	9	11
Assoc. Professor	3	3	3	3
Professor	1	1	2	3
Head, Dean	1	1	1	1
Total	11	13	15	19

Personnel - Other

	1958-59	1959-60	1960-61	1961-62
Elect. Tech.				1
Sr. Clerk-Sten.	1	1	1	1
Jr. Clerk-Sten.	1	1	2	3
Total	2	2	3	5

3. Organization

We do not have any Chairmen or Department Heads as yet.


DEAN
Committee on Graduate Studies
Dean's Advisory Council
Research Committee
STAFF

APPENDIX "A"

4. (a) Number of Majors (Elementary Education)

September, 1958	274
September, 1959	331
September, 1960	397
September, 1961	426

This table is somewhat indicative of the increase in our undergraduate program but it does not tell the complete story because all the secondary school prospective teachers major in their teaching field and so they do not appear in the table. The number of the secondary school trainees has been steadily increasing until now it is considerably larger than the number of elementary. In fact, this summer the incoming freshmen in the College of Arts and Science were asked to indicate if they were interested in secondary school teaching and five hundred thirty gave affirmative answers. Obviously, normal attrition and changes in vocational plans will cut this number considerably but the fact that so many freshmen indicated an intention to teach is a noteworthy phenomenon which indicates the rapidly increasing load on the undergraduate level. The fact that considerably more than one third of our entering freshmen are interested in teaching must not go unnoticed in planning the future of the School.

4. (b)

The table below gives a comparison of enrollment from 1958-1961.

As pointed out last year the drop in the graduate enrollment was due to the new requirement of several courses in the College of Arts and Sciences. This adjustment has now been made and once again a substantial increase in School graduate enrollment is taking place. This is very likely to continue. The increase of nearly one-third in undergraduate enrollment is also noteworthy.

APPENDIX "A"

Number of Students Taught

		Undergraduate	Graduate	Total
Sept. 1958	1st semester	436	183	619
	2nd semester	476	212	688
	Total	912	395	1307
Sept. 1959	1st semester	545	225	770
	2nd semester	547	189	736
	Total	1092	414	1506
Sept. 1960	1st semester	553	197	750
	2nd semester	597	198	795
	Total	1150	395	1545
Sept. 1961	1st semester	748	239	987
Summer, 1958	1st session	302		
	2nd session	222		
	Total	524		
Summer, 1959	1st session	314		
	2nd session	261		
	Total	575		
Summer, 1960	1st session	236		
	2nd session	202		
	Total	438		
Summer, 1961	1st session	293		
	2nd session	212		
	Total	505		

APPENDIX "B"

Tentative Principles and Policies
Concerning the Establishment of the Reading Center,
School of Education Building, University of Massachusetts

The Purpose of the Reading Center:

1. Service to the child and to the community.
2. Training for the staff and students.
3. Research and publication center for experimentation and study in the fields of developmental and remedial reading.
4. A resource center for methods and materials in the fields of reading.

(For Discussion)

I. The Reading Center shall exist as a separate unit from the laboratory school, and although a child enrolled there will have "top priority", he must adhere to the same request for service as any other child.

II. A child's being accepted for diagnosis is not necessarily assured of being accepted for remediation at the center.

III. The necessary "steps" for admission to the center are:
   1. Upon referral by the school principal, teacher, physician, or other professional person, the parents will request the necessary forms from the Reading Center.
   2. The forms include (a) a parent check list and information sheet, (b) a form for a physician to complete after a recent examination, and (c) a form for the child's teacher to fill out.
   3. After all forms have been completed and returned to the center, the child's name will be placed on the list for scheduling the interviewing and testing.
   4. If any other necessary information is required, the parents, physician, or school may be contacted by a person representing the center.
   5. After all appraisals have been completed, the staff recommendations will be given to the parents and with their written permissions, to the school, physician, etc.
   6. If remediation is recommended, the child's name, upon request of the parents, will be placed on the waiting list for remediation.

IV. Acceptance into the center is based upon (1) the need of the child, (2) children of the laboratory school, (3) children from the Amherst schools, (4) children outside of Amherst.

V. The cost of the appraisal service, which is to be paid separately from any remediation fee will be _______.

VI. The diagnostic procedure at the center will include:

1. A parent interview	15 min. - 1 hr.
2. A child interview	5 - 10 min.
3. An intelligence test	1 hr.
4. Diagnostic reading tests	1 hr.
5. A visual Survey	15 min.
6. Audiometer	15 min.

7.	Harris test of Lateral Dominance	15 min
8.	Any achievement or other tests thought necessary	15 min.
9.	Estimated diagnostic time	3 - 4 hours.

APPENDIX "C"

Research in the Laboratory School

The Committee feels that a University School of Education must ultimately justify its existence in terms of its respect for, and contribution to research in professional education. We feel further that it is in a general way our responsibility to encourage and advise faculty members who have problems or questions concerning their proposed research. While the committee is not prepared at this time to present concrete proposals concerning the encouragement and development of research among our faculty, we have carefully considered the problem of the relationship between the School of Education and Mark's Meadow School concerning the use of the school for research purposes.

In the Cooperative Agreement for the Joint Administration of the School of Education Laboratory School at the University of Massachusetts by the University and the Amherst School Committee, the University and the Amherst School Committee have agreed that "...the laboratory school is to be used for study, research, and try-out experience by the School of Education and no other experimentation, studies, or surveys will be undertaken except by permission of the Amherst School Committee and the Dean of the School of Education. The School of Education agrees to inform the Amherst School Committee of any proposed major research projects to be conducted in the Laboratory School and to discuss said proposed projects with the Committee if so requested by its Chairman."

This committee recognizes the obvious research opportunities made possible by the addition of Mark's Meadow School to the educational environment of both the town and the University. The existence of the school and the unique educational role it will play calls also for the recognition of certain basic responsibilities. For example, the children must be protected from undue demands made upon their classroom time. We must protect teachers from unreasonable and unwarranted requests. We must safeguard school records, reports, and test data. In order to encourage the research function of the school and at the same time to effectively guarantee the protection of Amherst school children and their teachers the research committee recommends the following procedures:

1. The research committee should be made a permanent, operating body. Its membership should include the principal of the Mark's Meadow School, the University staff member most directly concerned and responsible for educational research, one University faculty member directly concerned with secondary

education, one University faculty member directly concerned with elementary education, and a fifth University faculty member of senior rank. The latter three committee members should be appointed by the Dean of the School of Education.

2. All research proposals involving Mark's Meadow School, its children, its teachers or its various data and records shall be submitted to the research committee and the Dean of Education for their approval. For our purposes, research shall be defined as

> ...the carefully planned and systematic investigation of aspects of behavior manifested by children in school activity. Investigations shall be designed so that no child will be subjected to any greater moral, emotional, physical or intellectual strain than that which he would be subjected to in a normal school situation. Investigations shall be directed toward a comprehension of the behavior of children so that an authentic verifiable contribution to knowledge can be made in order to ascertain, support, and/or formulate principles or procedures in education. The goal of research is not to exploit the child and his learning experiences within the classroom, but to add to his total social, emotional, and intellectual development.

3. Research proposals submitted by persons other than School of Education faculty members shall be considered initially by the research committee. If approved by the committee they shall be submitted to the Dean of the School of Education and the Amherst School Committee for their respective approval.

4. Proposals involving major departure from policy as established by the Amherst School Committee, if approved by the research committee, shall be referred to the Amherst School Committee and the Dean of the School of Education for discussion.

5. Any testing, evaluating, or otherwise measuring of children or teachers shall be reduced to coded data and the identities of individuals concerned known only to the principal of the Mark's Meadow School or other authorized Amherst school personnel.

APPENDIX "D"

Publications

Anthony "Defeated by Victory" Peabody Journal of Education, Jan. 1961, pp. 206-13

Hall Science Series Review: "Living Today" Book 1-6, Curriculum Advisory Service, August, 1961

Hall Math Text Review: "Fundamentals of Mathematics" Curriculum Advisory Service, September, 1961

Jones "Proceedings Forty-first Annual North Atlantic Regional Conference" School of Education, University of Massachusetts, Amherst, Mass. 59 Pages. (Mimeographed)

Rogers "Teacher Preparation--The Students View" Journal of Teacher Education, XII (June, 1961) pp. 254-256

Rogers "Guiding Childrens Activities in the Social Studies" in Teaching Social Studies in the Middle Grades, ed. C. W. Hunnicutt, The National Council for the Social Studies, Washington, D.C., 1960

Rogers "Using Original Source Material with Children in the Intermediate Grades" Social Education, XXIV (November, 1960) pp. 307-309

Wyman "A Bonus for the Forgotten Learner" A review. Audiovisual Instruction, October, 1960. p. 247-249

Wyman Project Chairman and Editor, "And TV Too!" Booklet Published by National Education Association, April, 1961 64 pages

Wyman "Closed Circuit Radio" Educational Screen and Audiovisual Guide, September, 1961 p. 490-492

Participation in State and National Committees

Barfield: Chairman "Science Congress" University of Massachusetts

Barfield: Member Regional Science Fair Committee

Jones: Chairman Teacher Education Committee in Agricultural Education

Jones: Member MVATA Executive Committee

Jones: Member American Vocational Association Teacher Education Committee

Jones: North Dartmouth High School, School Evaluation Team

McManamy: Massachusetts Teachers Association State-wide committee on Sponsorship of Student NEA

Oliver: Massachusetts Secondary School Principals Association
   1. Educational Policies Committee
   2. Chairman of Handbook Committee

Rogers: Led three day discussion session at National ASCD Conference in Chicago on "Needed Research in Elementary Curriculum" March 12-16, 1961

Rogers: Member, NCSS National Committee in charge of writing the February issue of Social Education

Rogers: Member, planning committee for New England, ASCD Conference, July 1961

Rogers: Visiting Professor of Elementary Education, Utah State University, June-July, 1961

Wyman: National Advisory Committee for Institute for Education by Radio-TV

Wyman: NEA, Department of A-V Instruction Committee on Television, Chairman

Wyman: National Planning Committee for annual DAVI Convention

Wyman: Advisory Committee for State A-V Office

Wyman: Board of Directors for State A-V Association

Wyman: Planning Committee for Northeast A-V Conference

Wyman: Technical Advisor to Four College Radio Station

Wyman: Judge for National Radio Program Competition

Speeches:

Anthony: Talk before Greenfield High and Junior High School Teachers on "Critical Thinking" Spring 1961

Hall: Speeches to P.T.A. in South Hadley, Greenfield, Montague Center and Hadley

Hall: Northampton - Career Day

Jones: Guest Speaker at Pelham Men's Club, Arms Academy, Wachusett Regional High School, South Deerfield, Northampton, Northfield

Jones: "Advisory Committees in Vo-Ag" Northfield and Holden

Jones: Summer Conference, Vo-Ag Teachers, Essex County Agricultural School

McManamy: Spoke to Belchertown Teachers Association, Green River P.T.A. Greenfield, Petersham P.T.A., Silver Lake P.T.A. Athol, and College of Our Lady of the Elms

Oliver: Several talks to principal's groups, P.T.A's and service organizations

Pippert: Western Massachusetts Branh of American Personnel and Guidance Association

Pippert: Hopkins Academy. Teacher in-service meeting on marking

Pippert: PTA - Williamsburg and Granby

Pippert: Evaluation team at Arlington High School

Pippert: Pioneer Valley Association

Rogers: Keynote speaker, Springfield Public Schools

Rogers: League of Women Voters, Amherst

Rogers: Spoke at seven PTA's

Rogers: Family Life Conference, University of Massachusetts

Rogers: Pittsfield Citizens Council

Wyman: PTA, Greenfield and Northampton

Wyman: Pest Control Operators Conference

Wyman: Group Leader at NE A-V Conference in Concord, N.H.

Wyman: Consultant for Group at Elementary Principal's Conference

Wyman: Chairman of Session at Miami A-V Convention

Wyman: Greenfield Rotary Club

Wyman: Superintendents A-V Meeting in Holyoke (2)

Wyman: New Salem School Union

Wyman: Faculty of New Mexico State University

ANNUAL REPORT

OF THE

SCHOOL OF ENGINEERING

October 1, 1960 - September 30, 1961

UNIVERSITY OF MASSACHUSETTS

DECEMBER, 1961

UNIVERSITY OF MASSACHUSETTS
The School of Engineering
1960 - 1961

The fourteenth year in the history of the School of Engineering saw undergraduate enrollment on campus hold about [illegible] 1961) and we continue as the largest professional school in the University. This places us about 89th in size among the 158 schools of the country with E.C.P.D. accredited curricula and 4th in Massachusetts.

This year was marked by the reaccreditation of all five of our curricula [illegible] and Laboratory building was started. Dr. G. Wesley Dunlap of the General Engineering Laboratories of the General Electric Company was our Engi- [illegible] gram leading to graduate work. The Pitt [illegible] G.E. undergraduate elec- [illegible] it out, starting in September 1961. Alumni questionnaires were distributed to the five- and ten-year classes. Our first seminar for industry people devoted to "Cost Reductions through Work Simplification - Do They Always Save Money" was sponsored by the I.E. group in Mechanical Engineering. Professor Weidmann became advisor to freshmen engineering students on a half-time basis. Our Technical Institute Committee after a year of study submitted a comprehensive report recommending the establishment of such an institute under the administration of the School of Engineering but not on our campus. Dr. E. E. Lindsey took over the Associate Dean's position as of September 1961 following the resignation of Associate Dean Maier in December 1960. A complete inventory of our Engineering Library, operated with Open Shelves, indicated an average yearly loss of

less than 40 volumes; certainly a credit to our students and faculty. Two Pace TR-10 analogue computers were acquired with the help of an A.E.C. grant.

Financial Support

The following table indicates financial support provided by the annual allotment of funds for the years noted:

Fiscal Year	1960	1961	1962
Acct. 03	$ 6,791*	$10,500*	$12,000*
04	200	50	50
10	1,600	1,800	2,800
11	125	200	200
12	[illegible]	[illegible]	10,000
13	16,000	16,500	19,800
14	1,900	1,900	1,900
15	15,900	10,000	15,000
16	-	300	445

*This includes the salary of Assistant Dean [illegible] Longley employed half-time ($3627).

Without [illegible] equipment funds from building appropriations we definitely could not maintain a first-rate instructional program.

Personnel

The following table indicates the personnel situation by rank for the three years noted.

Personnel:	1959	1960	1961
Deans	[illegible]	[illegible]	2
Dept. Heads	4	4	3
Professors	8	10	10
Associate Profs.	15	15	14
Assistant Profs.	12 1/2	12 5/6	11 5/6
Instructors	7	1 1/2	3
Teaching Assistants (1/2 and 1/3)	4	11	10

An organization chart of the School is included as Fig. 1 of the Appendix. Also found there is Fig. 2 indicating Personnel Data - School of Engineering.

Students

✓Engineering attracted 24.3 percent of the freshman boys in Sept. 1961, and total engineering enrollment was 23.5 percent of undergraduate men. This is a drop from the previous year. We continue to attract more than our share of good students. Figs. 3, 4, 5, 6 show the "Cumulative Grade Point Averages" for the Classes of 1961, 1962, 1963, 1964 respectively as of June 1961.

The following table indicates student enrollments in various departments for the years noted:

	October	1959	1960	1961
	Sr.	15	23	17
Ch.E.	Jr.	21	26	38
	Soph.	38	46	36
	Sr.	36	34	32
C.E.	Jr.	20	30	30
	Soph.	36	38	45
	Sr.	40	46	28
E.E.	Jr.	50	51	60
	Soph.	90	71	82
	Sr.	49	38	31
M.E.	Jr.	35	38	50
	Soph.	55	42	50
	Sr.	16	16	12
I.E.	Jr.	15	14	14
	Soph.	12	13	11
Freshmen		321	317	298
Total Undergrad.Enroll.		849	843	836
Graduate Students		18	27	50
Pittsfield Undergrads.		135	131	84
Pittsfield Graduates		28	25	26
Students taught*		2021	2080	2116

*This figure is obtained by adding the enrollment in all courses, graduate and undergraduate.

The School of Engineering offers very few service courses for other areas of the University. Properly qualified non-engineering students are found in drawing, surveying, applied mechanics, electronics and sanitary engineering courses. Only C.E. 27 Plane Surveying and C.E. 79 Principles of Sanitary Engineering are offered specifically for non-engineers, and these have low enrollments.

Faculty Research, Publications and Professional Activities

Our engineering faculty have been professionally active the past year. This takes the form of consulting, research on or off campus, writing, and society committee work and responsibility. Fig. 7 indicates the publications of our faculty both in the technical press and internal publications as part of consulting work in industry. This record is significant when it is noted that engineering educators account for only 17 per cent of typical engineering literature while 58 per cent of chemical literature and 52 per cent of physics articles come from educators.[1]

Fig 8 indicates the current campus research projects that our faculty are working on. Here again this should be viewed with some knowledge of the normal employment pattern for engineers. A recent report indicates that about 33 per cent of engineers either conduct or administer research, while the figures for Physicists is 85 per cent, Biological Scientists 65 per cent, Mathematicians 61 per cent and Chemists 55 per cent. Over 42 per cent of engineers are in production and operations not counting the administrators of such activities.[2] When consulting and other professional activity, as noted below, are added it may well be found that few, if any, areas of the University have a more professionally creative faculty.

During the summer of 1961 Dr. Lindsey attended a one-week course on use of computers in engineering education at Michigan, as well as a Naval Research Reserve seminar in Chicago. He is on the Equipment Testing Procedures Committee of A.I.Ch.E. Dr. Cashin attended an A.S.M.E. and A.I.Ch.E. heat transfer conference in Colorado. Dr. Duus attended a thermo chemical conference in Ottawa. Dr. Kim was an engineer with Shawinigan Resins Co. and is the University representative to the M.I.T. Computation Center.

Professor Weaver is continuing some case work with the American Arbitration Association and is on the Board of Governors for S.A.M. and chairman of the Papers Committee of the Management Division of A.S.M.E. Professor Dittfach spent three weeks at an N.S.F. Conference at Rutgers and two weeks at a Foxboro Instrument Company course during the summer. He is chairman of the New England Section, S.A.E. Professor Keyser continues as consultant to three companies in the metallurgical field, and presented a report at the

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1. Ford Foundation "Engineering Faculty Study" August 1961
2. "Scientists and Engineers in American Industry" U.S. Department of Labor February, 1961

New England Section of A.S.E.E. Professor Day continues his consulting with the Aircraft Accessories Department of G.E. on fuel cells. Professor O'Byrne spent the summer at M.I.T. on an N.S.F. Faculty Fellowship in the heat transfer area. Professor Patterson attended a two-week General Motors professor's conference, and is a consultant with Package Machinery Company. Professor Kroner was a consultant with the Kollmorgen Company and did some technical translations. Dr. Rising was a consultant with Package Machinery Company during the summer and was also on the staff of the Ford Foundation Young Engineering Teachers Seminar at Penn. State. He is on the executive committee of the Educational Methods Division of A.S.E.E. and a consultant to the Educational Testing Service. Professor Roberts attended a two-week materials seminar at M.I.T.

Dr. Sheckels is on the editorial committee of the Journal of Engineering Education and last summer attended an N.S.F. workshop on Systems Engineering at the University of Pennsylvania. Professor Langford attended a two-week seminar on computer use in electrical engineering at Michigan. Professor Bett spent eight weeks at a Ford Foundation Workshop on the use of computers in engineering education at Michigan and is consultant for two local concerns. Professor Edwards was an engineer with Digital Equipment Corporation during the summer. Professor Longley continues as Consulting Engineer with Western Massachusetts Electric Corporation while spending half time with us. Professor Maunder a visiting lecturer with us since September, 1961 after an early retirement as a manager of engineering with G.E. is a member of the Committee on Electronics Transformers of A.I.E.E.

Dr. White reviewed civil defense activity in Europe during the summer and is Chairman of the Protective Construction Committee of the National Academy of Sciences, chairman of the Committee on Evaluation of Strength of Existing Buildings of the American Concrete Institute, U.S. Delegate to the International Association for Materials and Structures and on the A.S.C.E. Committee on Mechanical Properties of Materials. He is a consultant to the U.S. Air Force and American Machine and Foundry Company. Professor Hendrickson continues as a consultant on soil mechanics and foundations locally. Professor Marcus is New England Section Delegate on the General Council of A.S.E.E. Professor Boyer was an Estimating Engineer for Daniel O'Connell Sons, Inc. during the summer. Dr. Carver continues as a consultant

with the Ordnance Department of G.E. and is a member of the Fluid Mechanics Comm. of the Engineering Mechanics Division of A.S.C.E. Professor Higgins was an hydraulic engineer with the Soil Conservation Service during the summer. Mr. Bemben returned in September and continues consulting work on soil mechanics locally. Dean Marston during the year was president of the Engineering Society of Western Massachusetts, chairman of the Military Affairs Committee of the Engineering College Administrative Council, was on the Technical Meeting Committee of E.J.C. and became vice-president for Sections East of A.S.E.E.

Four of our faculty have books in preparation on Soil Mechanics, Transient Analysis, Drafting for Architecture and Cost Control.

Two of our staff were awarded N.S.F. Science Faculty Fellowships for a year's study to increase their competence as teachers. They are at Standord and R.P.I. Another left on leave without pay to work toward his doctorate at Northwestern.

Special Projects or Programs

The start of the Engineering Science Optional curricula in all of the departments in September 1961 marked a major innovation. This resulted from a committee effort headed by Dr. M. P. White. See Fig. 9 for details concerning the objectives and requirements. It is interesting to note that Engineering Science Optional curricula were also instituted in engineering departments at M.I.T. in the fall of 1961.

A significant report "Technical Institute Study Committee" from our Committee headed by Professor J. D. Swenson pointed out the need for more technical institute education in Massachusetts but recommended that it not be located on our campus. The University Administration has higher priorities so that it is doubtful if any action will be forthcoming yet the recommendations are significant and available. A copy of the report is filed with the University's copy of this report.

The addition of the I.B.M. 1620 and the acquisition of the Pace TR analogue computers have added significantly to the educational opportunities available to our engineering students. The problems of integration of this work into our curricula without duplication is well underway.

Future Plans and Needs

Engineering Education

Our School of Engineering is part of the national engineering education complex as well as part of the University. Decreasing freshmen engineering enrollments, confusion as to the difference between engineering and science, the trend toward common core subjects for all engineering disciplines, the explosion of technological information, computers and automation, improved science and mathematics courses both in quality and quantity in the high schools all have their effect on engineering education and our school.

A brief statement of our objective may clarify our situation. We are attempting to provide the best possible instruction within our means to all of our students in all of our courses, technical, scientific, mathematical, the humanities and the social sciences. This involves first a capable faculty devoted to higher education. It should be recognized that the "core faculty"[1] of our engineering schools (8200) represent less than 1.4 percent of the engineers of the country. Among this small and select group we find wide variation in educational background and professional interests. For example, the earned doctorate is held by 33 percent and even in the 22 schools that are the largest producers of engineering doctorates only 52 percent of their faculty have the degree. Nearly 40 percent of the faculty members indicate some research activity and almost a half serve as consultants. About two-thirds have spent some time in industry or government employment during the past ten years.[2]

Engineers are not in education to practice engineering as consultants or basically as researchers. If they preferred this they would certainly practice their profession elsewhere as most of them do. They are in engineering education because of their keen interest in it. Thus teaching is not normally considered by our faculty to be a chore to be handled casually with as little effort and time as possible to enable them to pursue their research. Yet many of our faculty are interested in and engaged in research and consulting but there is a balance with us as there should be. We deplore shoddy teaching wherever it is found and this is of great concern to us as

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[1] Those more or less permanent faculty members.

[2] Ford Foundation Report "Engineering Faculty Study" 1961

we look to the future here at the University. Our supporting work in the College of Arts and Sciences should be handled well and with imagination by a capable and interested group of teachers.

Graduate work with its research should come as the demand indicates the need. ✓ Sixty percent of the land-grant schools of engineering had awarded no earned doctorates through 1959. "These schools should perhaps be commended for exercising admirable restraint. As their resources in staff, facilities and research programs evolve they can be expected to contribute substantially to the supply of engineering doctorates who are so sorely needed in education, industry and government."[1] ✓ We do not aspire to offering the doctorate in engineering simply to have our "name on the book", or to keep our faculty alert and up to date, commendable as this may be. But there are other ways. It will come from the dedicated effort of faculty members more interested in the student than the publication and when the need exists.

Curricula

We have a faculty committee reviewing the "five-year" curriculum problem as it relates to us. They will report this academic year. Continual curricular changes attest to the continued concern of our faculty for the best in engineering education. This will continue department by department. Nucle. ✓ No new curricula seem justified in the immediate future. We still have the five most popular curricula in engineering education. Stronger master degree programs at the graduate level are developing with the possibility of a terminal design masters emerging.

Faculty

Recruitment of well-qualified faculty is the major problem faced by all engineering schools. The best available estimates for the years 1967, 1968 and 1969, for example, indicate only about one in 3.7 new faculty members in engineering can be expected to have an earned doctorate. Thus we must make our offers as attractive as possible financially as well as environmentally. ✓ We must plan on at least 10 percent of our faculty being on leave refreshing themselves during any semester. Yet we must recognize

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[1] Evaluation of Resident Instruction in Engineering at Land-Grant Institution November 1961

engineering for what it is and have within our faculty the consultant, the researcher, the creative designer, the active professional society committee worker, the informed engineering educator, the specialist and the generalist - but all devoted teachers.

Facilities

Here our needs are well provided for with the completion of the Engineering Shop and Laboratory building this coming spring and the University request for the new $2,000,000 Engineering Building in 1962. Future building needs may develop around 1967.

Students

✓Improved high school contacts, slowly developing, will attract more capable students from whom engineering will draw more than their share. We are inviting certain high school faculty to visit the University, exchange information on honors programs at both the high school and college level, and thus recognize the superior opportunities available to their students at our School of Engineering.

[illegible]

✓Improved professional counseling of our own undergraduates must develop. ✓This will increase our survival rate and contribute to future accomplishments of our alumni. The need for engineering graduates in the years ahead will increase as our society becomes more technical. See Fig. 10 for the list of companies and organizations our graduates took employment with in 1961.

Alumni

Our history as a school is brief yet within the next few years many of our graduates will emerge in very responsible positions. Future consideration should be given to a strong engineering alumni council that could bring with it substantial benefits to the school, its students and faculty. This year the Engineering Alumni Scholarship Committee granted $1600 in $100 and $200 awards to undergraduates. See Fig. 10 and Fig. 11 for Alumni Questionnaire to 5- and 10-year classes respectively.

Extension

This is an area that needs development yet it must be adequately financed and supported by the University administration as well as public officials. A strong engineering extension program could contribute to the industrial

health of the commonwealth as well as benefit our School of Engineering. In California, for example, interdisciplinary space courses have been offered in extension programs years ahead of the introduction of such work into campus curricula.

Priorities

Few universities can develop wide educational programs without slighting some and favoring others. Priorities must be established and what is far more important these must be known. For example, if the development of a medical school has top priority many areas can adjust their programs to contribute toward that goal thus hastening the achievement and enhancing its prestige. Yet these priorities should be established with the benefit of the best available information and judgement and within the context of the whole. We are in Massachusetts with its Harvard, B.U. and M.I.T. To attempt to copy them or other state Universities is easier. Yet to be creatively independent in our own environment is certainly the mark of real leadership and will benefit the state more.

The present professional schools of the University are in need of broad basic policies established by cooperative effort, thoroughly understood and supported by the administration. This is particularly important as the College of Arts and Sciences strives to attain the recognition that has already come to several of these professional schools. The questions of quality undergraduate service courses adjusted to the needs of particular applied areas and the autonomy of each school for its own undergraduate as well as graduate programs can be cited.

Long-range planning, especially in a dynamically growing institution like the University, should require the very best possible resources. Each school and area of the University should be part of this. A heterogeneous committee is not an adequate answer, however. For example, a weekend conference of the academic deans with top administrative officials away from distractions could only hope to paint the broad outlines of the problem but it would certainly be a constructive first approach. We can speculate as to whether if there had been no land-grant colleges, generally located in rural areas, engineering education would have developed more

like medical education. But there are the land-grant colleges, and we are one of them, where "agriculture and the mechanic arts" are supposedly a respected part of our tradition.

George A. Marston

December 18, 1961

A P P E N D I X

Fig. 1	Organization Chart, September 1, [illegible]
Fig. 2	Personnel Chart - School of Engineering September 15, [illegible]
Figs. 3,4,5,6	Cumulative Grade Point Average - June 1961 Classes of 1961, 1962, 1963, 1964
Fig. 7	Recent Professional Publications of the Faculty December 1961
Fig. 8	Research Projects, Oct. 1960 - Sept. 1961
Fig. 9	Engineering Science Option - All Engineering Departments, March 1961
Fig. 10	Employment of Engineering Graduates, Class of 1961
Fig. 11	Alumni Questionnaire, Class of 1950 (ten-year)
Fig. 12	Alumni Questionnaire, Class of 1955 (five-year)

A. Report of Technical Institute Study Committee, June 1961

# # # # # #

ORGANIZATION CHART
[illegible] of Massachusetts
[illegible] of Engineering

Technicians
Clerical Staff

Assoc. Prof. K. D. Caskin
Assist. Prof. T. R. Kim
Mr. J. J. Goda (1/2)
Mr. N. W. Prodany (1/2)

Mr. R. S. Glass

Miss
Mrs. Electrical Engineering
Mrs.
Mrs. Chemical Engineering
Miss
Miss Dean's Office

Mr. G. B. Crowell

Prof. K. B. Hendricksen
Prof. T. P.
Prof. E. C. Bernet
Assoc. Prof. W. W. Boyer
Assoc. Prof. T. A. Crow
Assoc. Prof. G. R. Higgins
Assist. Prof. D. B. Harris
Adj. [illegible] S. Peck
Mr. Haney

Prof. D. E.
W. R. Longley

Keyser

H. W. Day
J. M. O'Byrne

Visiting Prof. S. T. Maunder (1/3)

[illegible] below may be of interest as [illegible] the wide educational ba[illegible] [illegible] the School of Engineering. Faculty refers to those on continuing a[illegible] [illegible] does include in some cases [illegible] faculty. It does not include those on leave.

[illegible]

[illegible]
[illegible]
Carleton College
City College of New York
College of Wooster
[illegible]
[illegible]
Dartmouth College
Georgia Institute of Technology
[illegible]
[illegible] (Korea)
New York University
[illegible]
[illegible] (2)
Polytechnic [illegible]
[illegible]
[illegible]
[illegible]
[illegible] University
[illegible] Columbia
[illegible]
[illegible] Vermont
[illegible]

Highest Earned Degree

[illegible]	M.S.	Prof.	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

Number		Department	Degrees
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	Electrical	3[illegible]
[illegible]	1/2 time	Mechanical	[illegible]
[illegible]	Professional Staff Positions		114
[illegible]	Teaching Associates		
[illegible]	Technicians		
7	Clerical		
[illegible]	Total Staff Positions		

[illegible] [illegible]red [illegible]

American [illegible] 11 [illegible]
[illegible] [illegible]logy (2)
Carnegie [illegible] Technology
[illegible]
Georgia In[illegible]
Harvard Uni[illegible]
Iowa State U[illegible]
Kansas Sta[illegible]
[illegible] of Technology [illegible]
Montana [illegible]
[illegible]
No. Carolina S[illegible]
[illegible]
[illegible]
[illegible] Brown
[illegible]
[illegible]
[illegible]
Syracuse University
Thayer School of Engineering, Dartmouth
University of [illegible]
Unive[illegible]
Unive[illegible]
[illegible]

33

University of Massachusetts
School of Engineering

CLASS OF 1961--CUMULATIVE GRADE POINT AVERAGE, JUNE 1961

The engineering students of the Class of 1961 have the following cumulative averages [illegible]. This represents eight semesters of academic work. It should be noted that this class had to have a cumulative quality point average of [illegible] or a semester average of [illegible] in June 1958. They had to have a 1.3 cumulative or semester average of [illegible] in June 1959. They had to have a 1.5 cumulative or semester average of 1.7 in June 1960. A [illegible] cumulative average was required of this class for graduation. This is the fourth class in the history of the University which has been graded on this system.

Cumulative Quality Point Average	Total From Top	Number With Quality Point Average	Total From Bottom	Remarks	
[illegible]	[illegible]	[illegible]	[illegible]	1 had sem. ave. above [illegible]	Top 5% Top 1[illegible] Top 25% Top 5[illegible]
[illegible]	[illegible]	4	109	1 had sem. ave. above 3.6	
[illegible]	[illegible]	[illegible]	105	3 had sem. ave. above 3.4	
3.3	13	1	100	0 had sem. ave. above 3.3	
3.2	16	3	99	2 had sem. ave. above 3.2	
3.1	18	2	96	1 had sem. ave. above 3.1	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] had sem. ave. above [illegible]	
[illegible]	[illegible]	1	88	0 had sem. ave. above 2.9	
2.8	27	2	87	1 had sem. ave. above 2.8	
[illegible]	[illegible]	[illegible]	85	1 had sem. ave. above 2.7	
2.6	38	7	81	3 had sem. ave. above 2.6	
[illegible]	[illegible]	6	74	4 had sem. ave. above 2.5	
[illegible]	[illegible]	10	68	2 had sem. ave. above 2.4	
[illegible]	[illegible]	12	58	9 had sem. ave. above 2.3	
2.2	76	10	46	6 had sem. ave. above [illegible]	
[illegible]	[illegible]	10	36	8 had sem. ave. above [illegible]	
2.0	94	8	26	5 had sem. ave. above [illegible]	
[illegible]	[illegible]	7	18	4 had sem. ave. above [illegible]	
1.8	107	6	11	6 had sem. ave. above [illegible]	
[illegible]	[illegible]	4	5	3 had sem. ave. above [illegible]	
[illegible]	[illegible]	1	1	1 had sem. ave. above [illegible]	

Note 65 had sems: [illegible]

July 14, 1961

Failures:

Math 92 = 1

School of Engineering

CLASS OF 1962--CUMULATIVE GRADE POINT AVERAGE, June 1961

The engineering students of the Class of 1962 have the following cumulative averages. In most cases, this represents six semesters of academic work. It should be noted that this class had to have a cumulative quality point average of 1.4 or a semester average of 1.5 in June, 1959. They had to have a cumulative average of 1.5 or a semester average of 1.6 in June, 1960. They had to have a cumulative of 1.6 or a semester average of 1.7 in June, 1961. A 1.7 cumulative average will be required of this class for graduation. This is the fifth class in the history of the University which has been graded on this system.

Cumulative Quality Point Average	Total From Top	Number With Quality Point Average	Total From Bottom	Remarks	
3.8	1	1	159	1 had sem. ave. above 3.8	
3.5	3	2	158	1 had sem. ave. above 3.5	
3.4	5	2	156	2 had sem. ave. above 3.4	
3.3	8	3	154	2 had sem. ave. above 3.3	Top 5%
3.2	11	3	151	2 had sem. ave. above 3.2	
3.1	14	3	148	0 had sem. ave. above 3.1	
3.0	23	9	145	3 had sem. ave. above 3.0	Top 10%
2.9	25	2	136	2 had sem. ave. above 2.9	
2.8	28	3	134	1 had sem. ave. above 2.8	
2.7	38	10	131	5 had sem. ave. above 2.7	
2.6	43	5	121	1 had sem. ave. above 2.6	Top 25 %
2.5	49	6	116	5 had sem. ave. above 2.5	
2.4	57	8	110	4 had sem. ave. above 2.4	
2.3	66	9	102	3 had sem. ave. above 2.3	
2.2	76	10	93	4 had sem. ave. above 2.2	
2.1	93	17	83	7 had sem. ave. above 2.1	Top 50%
2.0	109	16	66	4 had sem. ave. above 2.0	
1.9	123	14	50	4 had sem. ave. above 1.9	
1.8	131	8	36	5 had sem. ave. above 1.8	
1.7	145	14	28	7 had sem. ave. above 1.7	
1.6	152	7	14	4 had sem. ave. above 1.6	
1.5	157	5	7	4 out, 1 sem. ave. above 1.5	
1.4	159	2	2	All out of University	

Note: 68 had semester quality point average above their cumulative averages.
July 13, 1961

Failures:

CE 53 = 8
CE 70 = 1
CE 75 = 3
CE 76 = 1
Chem 52 = 2
Chem 66 = 1
Chem 86 = 1

EE 54 = 4
EE 56 = 2
EE 58 = 6
EE 62 = 2
Econ 25 = 1
Engl 2 = 1
Engl 26 = 3

French 2 = 1
Math 32 = 1
Math 57 = 3
Math 91 = 1
Math 92 = 1
ME 46 = 1
ME 63 = 1

ME 64 = 9
ME 67 = 1
ME 68 = 7
ME 82 = 1
PE 33 = 1
Psych 26 = 1

School of Engineering

CLASS OF 1963--CUMULATIVE GRADE POINT AVERAGE, JUNE 1961

The Engineering students of the Class of 1963 have the following cumulative averages. In most cases, this represents four semesters of academic work. It should be noted that this class had to have a cumulative quality point average of 1.4 or a semester average of 1.5 in June, 1960 They had to have 1.5 cumulative or semester average of 1.6 in June 1961. The same requirement will hold for January 1962. They will have to have a 1.6 cumulative or semester average of 1.7 in June 1962. This is the sixth class in the history of the University which has been graded on this system.

Cumulative Quality Point Average	Total From Top	Number With Quality Point Average	Total From Bottom	Remarks	
3.8	1	1	161	0 had sem. ave. above 3.8	
3.7	1	0	160		
3.6	2	1	160	0 had sem. ave. above 3.6	
3.5	4	2	159	1 had sem. ave. above 3.5	
3.4	7	3	157	2 had sem. ave. above 3.4	
3.3	9	2	154	2 had sem. ave. above 3.3	Top 5%
3.2	11	2	152	0 had sem. ave. above 3.2	
3.1	14	3	150	1 had sem. ave. above 3.1	
3.0	17	3	147	1 had sem. ave. above 3.0	Top 10%
2.9	23	6	144	1 had sem. ave. above 2.9	
2.8	28	5	138	1 had sem. ave. above 2.8	
2.7	40	12	133	5 had sem. ave. above 2.7	Top 25%
2.6	43	3	121	0 had sem. ave. above 2.6	
2.5	50	7	118	1 had sem. ave. above 2.5	
2.4	60	10	111	1 had sem. ave. above 2.4	
2.3	67	7	101	4 had sem. ave. above 2.3	
2.2	79	12	94	5 had sem. ave. above 2.2	
2.1	89	10	82	4 had sem. ave. above 2.1	Top 50%
2.0	101	12	72	7 had sem. ave. above 2.0	
1.9	108	7	60	3 had sem. ave. above 1.9	
1.8	116	8	53	2 had sem. ave. above 1.8	
1.7	126	10	45	1 had sem. ave. above 1.7	
1.6	140	14	35	5 had sem. ave. above 1.6	
1.5	145	5	21	1 Reinstated,1 above 1.5	
1.4	151	6	16	1 Reinstated,4 out of University, 1 above 1.4	
1.3	157	6	10	5 out, 1 above 1.3	
1.2	159	2	4	2 out of the University	
1.1	160	1	2	1 out of the University	
1.0	161	1	1	1 out of the University	

Note: 50 had semester quality point averages above their cumulative averages.
July 17, 1961

Failures:

Air 26 = 3
Armor 26 = 2
Art 14 = 1
CE 32 = 1
CE 34 = 6
CE 52 = 3
CE 53 = 5

CE 75 = 1
Ch E 26 = 1
Chem 52 = 1
Chem 30 = 2
EE 42 = 8
EE 56 = 1
Econ 25 = 2

Engl 26 = 10
Engl 83 = 2
Math 6 = 4
Math 31 = 4
Math 32 = 10
ME 2 = 1
ME 64 = 1

PE 33 = 14
PE 34 = 20
Physics 6 = 3
Physics 7 = 2
Phil 31 = 1
Psych 26 = 4

School of Engineering

[illegible]

The engineering students of the Class of 1964 have the following cumulative averages. [illegible] academic work. It should be noted that [illegible] 1.6 in June, 1961. This is the seventh class in the history of the University which has been graded on this system.

[illegible]	Total From Top	Number With Quality Point Average	Total From Bottom	Remarks
3.8	2	2	260	1 had sem. ave. above 3.8
3.7	2	0	258	- - - - - - - - - - - - -
[illegible]	[illegible]	3	258	3 had sem. ave. above 3.6
3.5	6	1	255	0 had sem. ave. above 3.5
3.4	9	3	254	2 had sem. ave. above 3.4
3.3	14	5	251	2 had sem. ave. above 3.3
3.2	17	3	246	1 had sem. ave. above 3.2
3.1	23	6	243	3 had sem. ave. above 3.1
3.0	31	3	237	4 had sem. ave. above 3.0
2.9	38	7	229	2 had sem. ave. above 2.9
2.8	47	9	222	2 had sem. ave. above 2.8
2.7	52	5	213	1 had sem. ave. above 2.7
2.6	62	10	208	4 had sem. ave. above 2.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.4	86	9	183	1 had sem. ave. above 2.4
2.3	98	12	174	6 had sem. ave. above 2.3
2.2	109	11	162	4 had sem. ave. above 2.2
[illegible]	[illegible]	[illegible]	[illegible]	5 had sem. ave. above 2.1
2.0	136	9	139	0 had sem. ave. above 2.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] ave. above 1.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] ave. above 1.8
1.7	173	9	96	5 had sem. ave. above 1.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] ave. above 1.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] e. above 1.5
[illegible]	[illegible]	[illegible]	[illegible]	9 out, 9 sem. ave. above 1.4
[illegible]	[illegible]	[illegible]	[illegible]	9 out, 3 sem. ave. above 1.3
[illegible]	[illegible]	[illegible]	[illegible]	All out of University
1.1	239	1	22	All out of University
1.0	246	7	21	All out of University
[illegible]	[illegible]	[illegible]	[illegible]	All out of University
[illegible]	[illegible]	[illegible]	[illegible]	All out of University
[illegible]	[illegible]	[illegible]	[illegible]	All out of University
0.6	248	0	3	- - - - - - - - - - - - -
[illegible]	[illegible]	[illegible]	[illegible]	All out of University
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

Failures:

Air 2 = 2
Armor 1 = 2
Art 14 = 2
CE 34 = 2
Chem 2 = 15
Econ 25 = 4
Engl 1 = 2
Engl 2 = 6
Engl 25 = 1
Engl 26 = 1
Govt 25 = 1
Govt 26 = 1
ME 2 = 19
Math 5 = 13
Math 6 = 28
Math 7 = 2
Math 32 = 1
PE 3 = 26
PE 4 = 18
PE 8 = 1
PE 34 = 1
Phil 31 = 1
Physics 6 = 9
Psych 26 = 2
Social 25 = 4
Speech 3 = 1
Speech 94 = 1

University of Massachusetts
School of Engineering

[illegible] OF THE [illegible]

Title	Author	Publisher or Periodical
Research on Engineering [illegible]	E. J. Rising Co author	[illegible] November 1961
ABC's of BLC in ASW	[illegible]	Ordnance - Sept.-Oct. 1961
Use of Radioisotopes in [illegible]	[illegible]	[illegible] August 1961
Design of Structures to Resist Nuclear Weapons Effects	[illegible] and others	Manual of Engineering Practice - No. 42, A.S.C.E. 1961
An Introductory Discussion of the [illegible]	T. H. Feng	Journal of New England Waterworks [illegible]
[illegible] and Science A Prepared Discussion	[illegible]	Civil Engineering Education [illegible]
Meaning of Earthquake Spectra [illegible]	M. P. White	Proceedings 2nd World Earthquake [illegible]
The Production and Use of Motion Pictures for Engineering Instruction	E. J. Rising	[illegible] Engineering Educa[illegible]
The Role of Engineering in the Geographical Sciences	[illegible]	Journal of Engineering Education [illegible]
[illegible] Engineering [illegible]	C. [illegible]	[illegible]
Antennas - Radio Receivers	C. S. Roys	[illegible]
[illegible] Calculation on the Card Program Computer	J. H. Di[illegible]	[illegible]
How Can Engineering Education Be Improved?	[illegible]	Civil Engineering [illegible]
[illegible]	K. E. Kroner	[illegible]
Fifty Years of Steel Progress	J. A. Keyser	Industrial and Engineering Chemistry, [illegible]
Materials of Construction by Bateman	Revision by J. S. Peck and [illegible]	[illegible]
Materials of Engineering	[illegible]	[illegible]

[illegible] 1961

[illegible]

[illegible]	R. W. Day	Aircraft Accessories Turbine Dept., General Electric Co., Lynn, Mass.
[illegible]	R. W. Day	Feb. 14; June 6, June 29, 1961 [illegible]
[illegible] ion Through Bu Ships [illegible]	[illegible]	
[illegible] roved [illegible] Test	[illegible]	Digital Equipment Co. Maynard, Mass., August 196
[illegible]	F. A. Longley	Conference Paper, A.I [illegible] Hartford, Conn., May [illegible]
[illegible] [illegible] Proposal	D. S. Cromack	Sikorsky Aircraft Co. January 1961
[illegible] cuit Analysis for Pulse Code [illegible] ulation Carrier Sy	[illegible]	Western Electric Co. September 1960
[illegible]	D. E. Scott	General Electric Co. Internal Report, Aug.
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible] Cell	[illegible]	Avco - Research & [illegible] September 1959
[illegible]	[illegible]	Report of [illegible] Highway Dept., August [illegible]
[illegible]	F. R. Longley	Electro; Council o [illegible]
[illegible] acing on th [illegible] to Blast	M. F. [illegible]	[illegible]
[illegible] of 2N501 Transistors	J. W. Langford	M.I.T. Lin [illegible] Report [illegible]
[illegible]	White	Report for Office of Defense Mobilization (OCDM), 1958
[illegible]	Langford	M.I.T. Lincoln Labora Report 6M5193, August

UNIVERSITY OF MASSACHUSETTS
School of Engineering

Research Projects - October 1960-September 1961

Chemical Engineering

Study of Rate Effects in Production of Dispersions; E. E. Lindsey, V. Augustaitis
Use of Light Scattering to Measure Dispersion Drop Size; (FRG) E. E. Lindsey, P. Bedard, D. Sullivan
Heat Transfer to Fluidized Beds; K. D. Cashir
Radiation Emissivities of Surfaces at 10°- 50°K; Dept.
Material Balances and Chemical Kinetics in a Countercurrent CO2-air-water Scrubber; H. C. Daus
Dropwise Condensation of Steam at Higher Temperatures; J. J. Goda, J. F. Welch
Rate of Absorption of CO2 by Fluidized Lime; (FRG) I. H. Kim, G. Sonre
Dynamic Study of a Heat Exchanger; I. H. Kim, E. Daniels
Dynamic Study of Distillation Columns; I. H. Kim, J. Adams

Civil Engineering

Resistance of Aircraft Carriers to Nuclear Blast (NOBS 2343, Bu. Ships) M. P. White, F. J. Dzialo
Effect of Secondary Bracing on Nuclear Blast Resistance of One Story, Steel Frame, Industrial Type Buildings (AF 33(600) - 35001) M. P. White
Dynamic Loading of Single Crystals; (FRG) D. B. Harris
The Nature and Disinfecting Power of Subchlorine Residuals (N.I.H. RG-7483) P. H. Feng
Removal of Synthetic Detergent in Waste-Water by Adsorption; T. H. Feng
Hydrology Studies of Western Massachusetts; G. R. Higgins

Electrical Engineering

Simulation and Measurement of Control System Responses; G. W. Bett, G. Zaikind
Design of a Single Transient Analyzer for Ferrite Cores; J. W. Langford, R. A. Cmok
Comparison of Actual to Theoretical Response of RLC one port networks; D. E. Scott, R. C. Soucy
Approach Avoidance Conflict Apparatus; D. E. Scott (with Psychology Dept.)

Mechanical Engineering

Effects of Irreversibility in a Closed Thermodynamic Systems; (FRG) R. W. Day
Development of a Small Pressure Transducer to be Installed in a Piston Face; (FRG) R. W. Day
A Study of Mechanical Properties of Epoxy Resin Adhesives; C. A. Keyser, R. Rhodes
Dispersion Hardening of Lead Alloys; C. A. Keyser, D. J. Mraz

(FRG) Faculty Research Grant; (NIH) National Institute of Health; (NOBS) Naval Office Bureau Ships; (AF) U. S. Air Force

12/18/61

Memorandum

August 2, 1944

[illegible] L. May
Employment of Engineers — Research, Class of 1944

Forms of Mr. Robert J. M[illegible]
our own staff, the one hundred and thirty-one
[illegible] of whom

Fullerton, California
Stamford, Conn
Cambridge, Mass

[illegible] Company, Boston, Ma
Rochester, New York
Pennsylvania
[illegible] Company, Paterson, N.J.
Boeing Airplane Company, Seattle
Boston Navy Yard, Boston, Research
Department

[illegible] [illegible]land, Ohio
[illegible] [illegible]ro, Massachusetts

G[illegible]
York
Haven, Connecticut
Wilmington, Delaware

Ohio

On leave

[illegible] New Haven. Co

[illegible] [illegible] [illegible] Ct. P [illegible]

[illegible]iversity of Massach[illegible]
School of Engineeri[illegible]
[illegible] 7, 19[illegible]

[illegible]

We agreed to send you the results, and here they are for your class. Twenty-one replies were received from 75 in the class or 28.0%.

1. The average age at graduation of the 21 was 22.

2. Advanced degrees are held by 3. Five additional are working towards one.

3. Salaries ranged from two $5-6000 to two who receive $10-12,000. The median was in [illegible]

[illegible] and four. Thirteen had had two or less.

5. Professional registration is held by 2.

6. Professional Society Membership is held by 17 with the largest group, 4, in A.S.M.E.

7. Civic Activities were participated in by 4.

8. Two in the group of 21 have publications.

9. Hardly a technical course was not mentioned by someone as being "most beneficial". [illegible]

[illegible] courses. They included Acoustics, Applied Psychology, Spanish, [illegible]

[illegible]

12. "Do you regret the major you took". YES 0; NO 19; Questionable 1.

[illegible]

14. Thirteen or 62% would like to have their son (if they had one) attend their alma mater.

15. Twelve or 57% do [illegible] progress of the University.

[illegible]

[illegible]

2. Salary wise, our graduates do better than our faculty!

3. Our engineering graduates have broad interests, do not tend to change employers [illegible] the University, and recognize quality where they see it!

[illegible]

October 1, 1960--September 30, 1961

[illegible]
[illegible]
University of Massachusetts
[illegible]

1. Summary of Appropriations

[illegible]

3. Organizational Chart

4. Students and Enrollments

5. F[illegible]

6. Special Projects

[illegible]

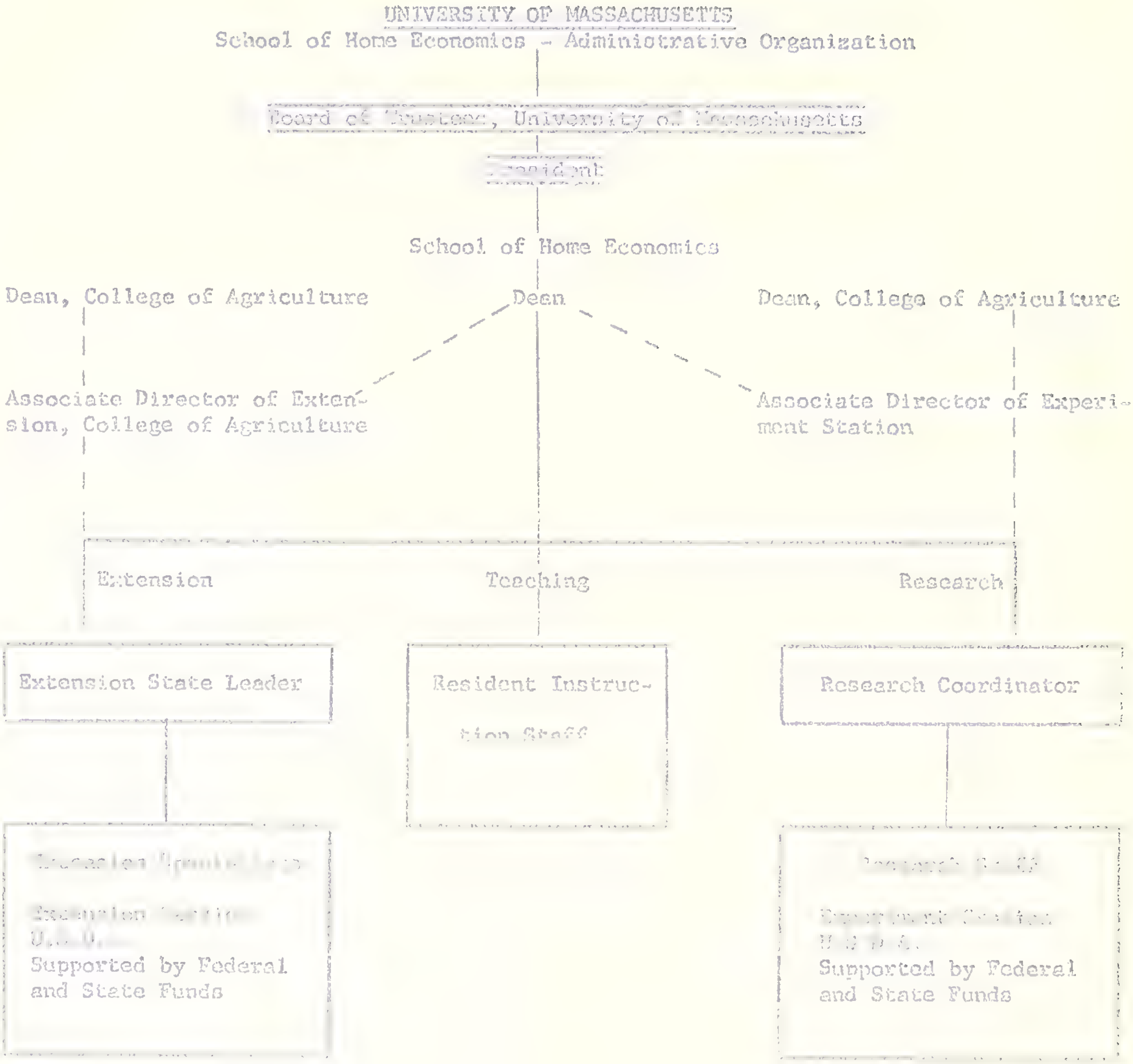
1. Appropriations

1959-60	[illegible]
[illegible]	6,343.00
[illegible]	[illegible]

2. Personnel - No. in each rank

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible] (4 parttime)	[illegible]
Ass[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	4	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

3. Organizational Chart - (September 1961)


UNIVERSITY OF MASSACHUSETTS
School of Home Economics - Administrative Organization
Board of Trustees, University of Massachusetts
President
School of Home Economics
Dean
Dean, College of Agriculture
Associate Director of Extension, College of Agriculture
Dean, College of Agriculture
Associate Director of Experiment Station
Extension
Teaching
Research
Extension State Leader
Resident Instruction Staff
Research Coordinator
Extension Specialists
Extension Service
U.S.D.A.
Supported by Federal and State Funds
Research Staff
Experiment Station
U.S.D.A.
Supported by Federal and State Funds

Detailed reports for Home Economics Extension and Research

are included in College of Agriculture Report.

4. Students or clientele

	1959		1960		1961
a. Number of majors	131		116		116
	1st	2nd	1st	2nd	1st
b. No. students taught (each semester)	427	312	392	343	464
No. of non-majors	142	57	161	140	345
No. courses offered	20	23	21	23	22

5. Faculty Publications (Oct. 1, 1960 - Sept. 30, 1961)

French, Georgia P., [illegible] - "Tryptophan Metabolism in Human Subjects."
J. Nutrition, Vol. 73, No. 1, Jan. 1961.

Eastwood, W., B. Higgins, H. Roberts, S. Weeks - "Teen-Age Credit Accounts."
J. H. Ec., Vol. 53, No. 8, Oct. 1961

Research Grants

[illegible] Fellowship for research in nutrition
$1800 per year for three years - 1959-62.

Research Projects - Nutrition and Consumer Research

[illegible]

6. [illegible]

Dr. S. Takakura and Miss Junko Shikata came from Hokkaido University, Sapporo, Japan, March 16, on I.C.A. exchange and were here until Aug. 31. Dr. Takakura came to learn about Home Economics as he was to be the organizer and head of the contemplated new department of home economics at Hokkaido University. Miss Shikata had just graduated in Chemistry and wished to become [illegible] them to this area of study of Home Economics.

[illegible] convention of the American Home Economics Association in Cleveland in June. Some of the universities visited by Dr. and Mrs. Takakura and Miss Shikata were Michigan State, Pennsylvania State, Iowa State, Colorado, Texas, and Washington, [illegible]

A recent letter from one of the Japanese women who had been here a year ago studying indicates that Dr. Takakura did gain much in concepts of home economics from his visit with us and with the other universities in this country.

7. FUTURE PLANS AND NEEDS.

I. NEW DEVELOPMENT PROGRAM:

September 7, 1961, the School of Home Economics began a development program to evolve a New School of Home Economics to meet current needs. In instigating a development program it was necessary to reevaluate, reassess and redesign our goals and establish clear priorities as to the new ways in which the School can help young men and women who are preparing for their place in society.

New undergraduate curricula were developed providing a balance of liberal education and dynamic, effective programs of professional training for areas of work. By using the all-university approach--Liberal Education plus Professional Training--the programs are strengthened considerably. Sound sequences in the social sciences, humanities, and natural, physiological and biological sciences which will allow our students to discover and learn basic concepts--will be applied to such subject-matter areas as foods, nutrition, clothing, textiles, related arts, housing, management, child development and interpersonal relations, through the functional areas of research, extension and teaching.

The School of Home Economics feels that the success of its professional programs depends on the interrelated discipline approach to knowledge, understandings and applications.

The new curricula will go into effect the Fall of 1962. By training more young people in these new professional programs it is hoped that the shortage of Home Economists will be relieved somewhat. These vacancies include the better-known positions in the fields of foods, nutrition, education at all levels, extension, research in government, business and industry, health and welfare agencies, and so on.

These programs will also meet the broader demand for Home Economics in many business areas. Speaking in generalities, there are Home Economists in [illegible] (retail and wholesale), newspapers, radio, television, and consumer groups with the myriad range of products available in foods, clothing, textiles, housing, equipment and utilities. The purposes of helping the consumer in selecting, buying and using these products for ultimate satisfaction as well as the balancing of consumer dollars in our economy are carried out in many ways.

The [illegible] for Home Economics graduates [illegible] develop-ment programs has never been fulfilled. With a new retailing major it is hoped that qualified young men and women will be interested in this area of opportunity.

Other major developments which the School of Home Economics is considering include:

1. [illegible] a variety of fields. This can be a vital contribution [illegible]

the School of Home Economics can make to help reduce the great shortage of leaders in all professional areas of Home Economics throughout the country

2. Enlarge research efforts by broadening the scope of the school's research endeavors. Examples of areas of investigation which need study include the sociological, psychological and economic aspects of consumer wants, purchases and satisfactions; the application of decision-making and management principles and concepts to individual and family-living situations; studies of our value systems in relation to our subject-matter fields; and many other topics

3. Make a significant contribution in the area of public services for the increasing aging population, in relation to medical care, food, shelter, clothing, work and recreation. This would encompass a variety of activities and would necessitate the assistance of many departments and agencies in the university in carrying out any type of program geared to assisting this group.

4. Develop ways to meet the need for preparation of women for the complex array of roles they play each day. These roles may include those of consumer, homemaker, mother, community [illegible] leader, professional or service worker in the labor force.

   Our concern for the roles of women today includes such aspects as these:

   a. The changing role of women from producer to consumer of foods and services.

   b. The obligation of women to continue their intellectual development as they mature so that education becomes a perpetual part of adult life. In this way women can realize their greatest potentialities and in so doing will not only enrich their own lives, but also the lives of those around them.

   c. The responsibility of women to use their talents throughout [illegible] How can women be motivated to use their [illegible] for the good of families, the nation and the world? There are so many, many capable women in this country whose abilities are being wasted and who could be contributing to scientific and technological developments, significant research activities and many professional areas of endeavor.

d. The return of women to the work force. Paradoxical as this may seem to be with the previous statement, we find today that there are 23 million women in the work force as compared to 5 million at the turn of the century. Almost one-third of all married women, and many single women as well, are both workers and homemakers. It has been estimated that with the expected population growth in the near future, by 1970 there will be an increase of 25% of women workers as compared with a 15% increase for men.

5. Provide programs and training for women who return to the labor force when their children are in school - this is usually between the ages of 35 - 45. Many of these women at this time go into service or trade industries. Others are returning to teaching.

Previously mentioned was the need for professional training of women at the undergraduate and graduate levels. Now it is important to consider re-educating the women who return to the work force after periods of raising families. We need to work hand-in-hand with business and industry in aiding women to make the transition back into the labor market. We can and should provide refresher courses which will bring women up-to-date on new knowledge, new techniques and procedures, and current resources and developments of all types. There seems to be considerable potential here for education to be of service to these women.

II. INSERVICE TRAINING OF FACULTY:

Two aspects of training will be approached beginning January 1962. These include:

1. Inservice training seminars for faculty on Methods of Research in the Behaviorial Sciences--to be given by the Dean.

2. Guidance by Dean to individual staff members on raising the academic standard of course content, methods of teaching, resources for references, etc.

III. NEEDS (FACILITIES, PERSONNEL AND EQUIPMENT):

Personnel: As the new program of curricula is put into effect it is expected that there will be increased enrollment. To meet the needs of the new programs as well as larger numbers of students it will be necessary to obtain more qulified staff members. Before further graduate work and broader programs of research can be instigated, again more qualified staff are needed. These needs will be specified in the near future.

A recent communique to Provost Woodside indicated our request for a new research position in the Nutrition area. A qualified person filling this position would help to strengthen and expand present research activities as well as teach graduate courses and assist graduate students with their theses.

Equipment and Facilities:

In order to provide modern facilities and equipment for our classes and to bring us up-to-date as a School of Home Economics competing with other schools of home economics in the state, New England and the rest of the country, some new classroom furniture and equipment for class use is essential at this time. Specific needs will be realized and presented in the immediate future

IV. SUMMARY

As the School of Home Economics begins the new year it is paramount that it have an effective publicity and recruitment program to let the public know about the new educational programs we will have to offer in fall 1962, and about the many, many job opportunities that are open to home economists in the varied professional areas at all levels. It is vital at this point for obvious reasons that we get more students enrolled in the School. To these ends a committee has been established and a program drawn up to accomplish these goals. It will be necessary to have administrative support on this project. The proposed program for these activities will be presented to the President and Provost in the immediate future. Other developments will evolve as soon as feasible.

Respectfully submitted

Marion A. Niederpruem

Marion A. Niederpruem, Dean
School of Home Economics

MAN:dem

7/13/61

UNIVERSITY OF MASSACHUSETTS

School of Nursing

ANNUAL REPORT

October 1, 1960-September 30, 1961

UNIVERSITY OF MASSACHUSETTS

School of Nursing

ANNUAL REPORT

October 1, 1960 - September 30, 1961

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UNIVERSITY OF MASSACHUSETTS

School of Nursing

ANNUAL REPORT

October 1, 1960 - September 30, 1961

1. Appropriation:

1959-60	$13,895.00
1960-61	$10,538.00
1961-62	$18,[illegible].00

2. Personnel:

Rank	Sept. 1959	Sept. 1960	Sept. 1961
	Number of Personnel		
Dean	1	1	1
Professor	0	0	1
Associate Professor	2	3	3
Assistant Professor	2	1	2*
Instructor	3	5	3**
TOTAL	8	10	10

* 1 Assistant Professor - Mental Health Grant
** 1 Instructor - Mental Health Grant

3. Organizational Chart:

Chart I - School of Nursing in relation to University - page 1a
Chart II - Faculty Organization of the School of Nursing - page 1b

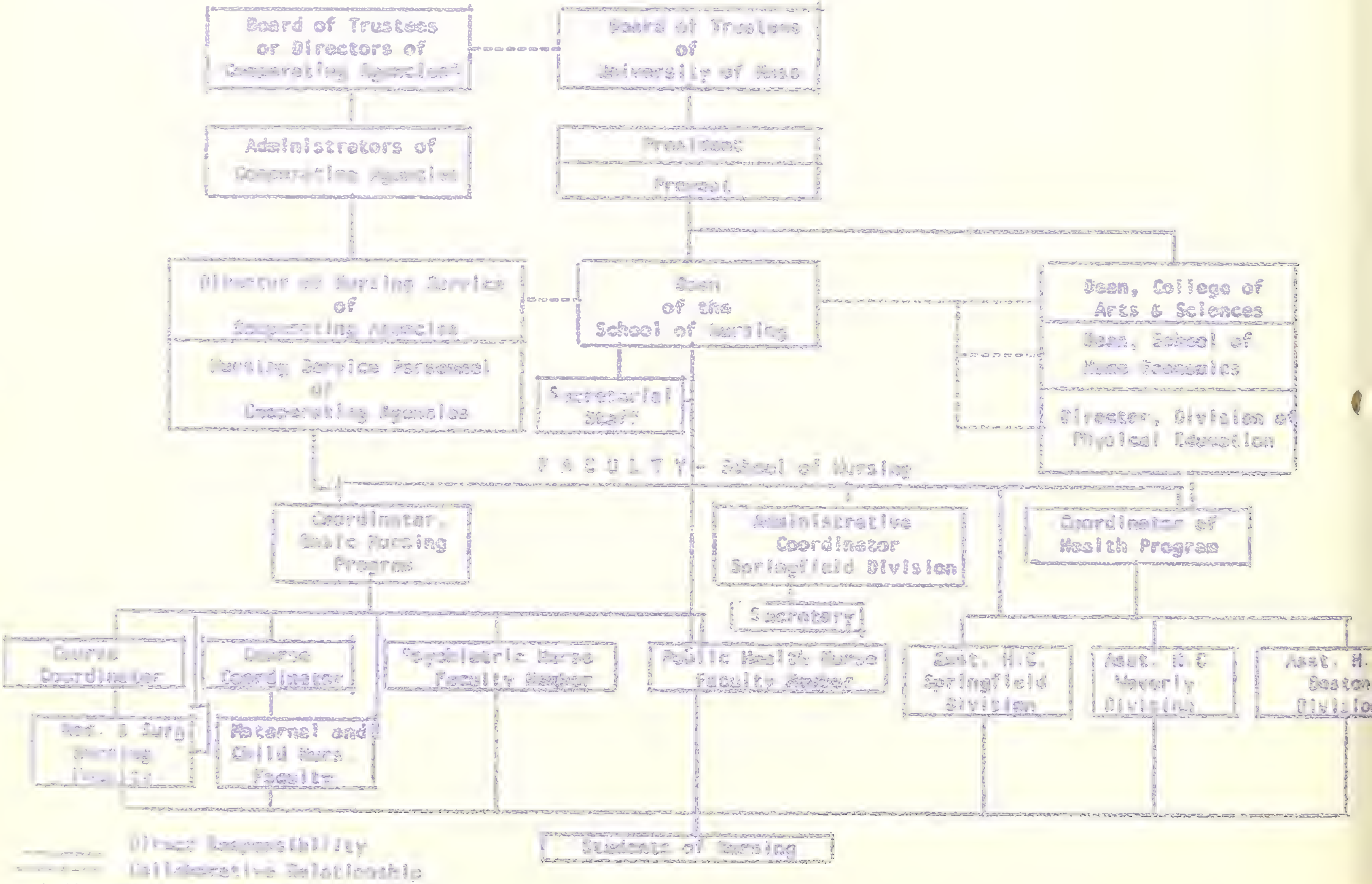
4. Students:

	Sept. 1959	Sept. 1960	Sept. 1961
Number of majors	97	109	101
Number of non-majors taught*	20	21	Three Conferences Planned

* Three job-related work conferences for employed graduate professional nurses.

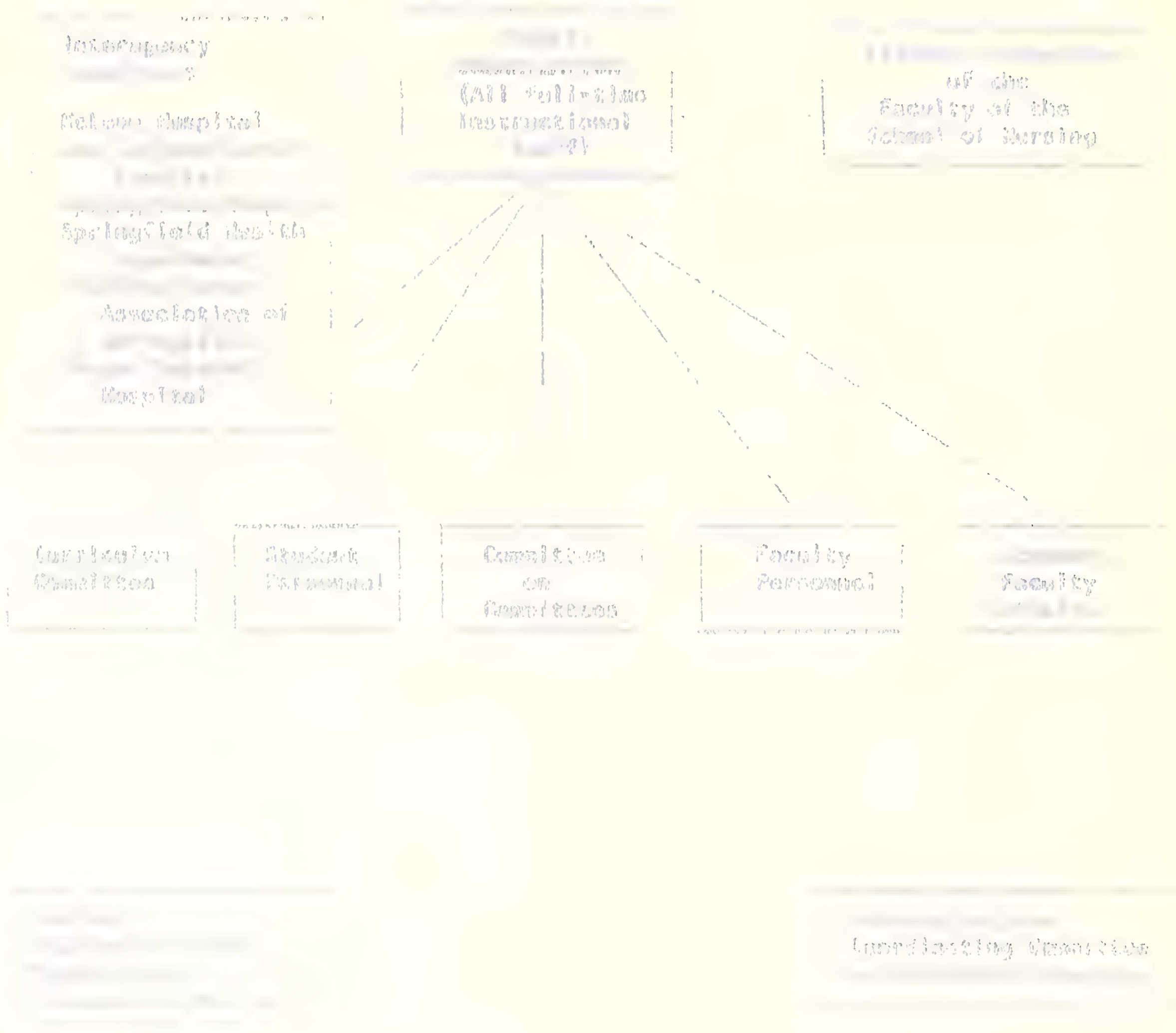
UNIVERSITY OF MASSACHUSETTS
School of Nursing

Chart of Organization
1960-1961


Board of Trustees or Directors of Cooperating Agencies*
Board of Trustees of University of Mass
Administrators of Cooperating Agencies
President
Provost
Director of Nursing Service of Cooperating Agencies
Nursing Service Personnel of Cooperating Agencies
Dean of the School of Nursing
Secretarial Staff
Dean, College of Arts & Sciences
Dean, School of Home Economics
Director, Division of Physical Education
F A C U L T Y - School of Nursing
Coordinator, Basic Nursing Program
Administrative Coordinator Springfield Division
Secretary
Coordinator of Health Program
Course Coordinator
Course Coordinator
Psychiatric Nurse Faculty Member
Public Health Nurse Faculty Member
Asst. H.C. Springfield Division
Asst. H.C. Waverly Division
Asst. H.
Boston
Divisio
Med. & Surg. Nursing Faculty
Maternal and Child Nurs. Faculty
Students of Nursing
Direct Responsibility
Collaborative Relationship

* Six cooperating agencies utilized

[illegible] School of Nursing
1961-1962


Interagency
Springfield Health
Association of
Hospital
(All Full-time
Instructional
Staff)
of the
Faculty of the
School of Nursing
Curriculum
Committee
Student
Personnel
Committee
on
Committees
Faculty
Personnel
Faculty
Coordinating Committee

5. Faculty publications, research grants, research projects and other professional activities:

a. Faculty Publications:

M. Smith, K. Ryder, R. Highley, A. T. Gillespie. A Process for Identifying Essential Content in Nursing. National League for Nursing publication, 1961.

Fact-Finding Study for Legislative Research Council, Commonwealth of Massachusetts, published as:

"Senate Document 510 - Study relative to Establishment of Nursing Education Program at Lemuel Shattuck Hospital and Soldiers' Home, Chelsea, Mass."

Prepared by Mary E. Macdonald, Associate Professor of Nursing Education and published by the Commonwealth of Massachusetts.

b. Grants:

- National Institute of Mental Health

Beginning in July 1956, an initial grant was made to the School of Nursing for the purpose of integrating psychiatric nursing throughout the basic nursing program. The Grant has been renewed annually and expires as of August, 1961. Total grant to date $83,543.60 (8% of this total allocated to University overhead).

- Hampshire County Public Health Association

A grant of $750.00 was made to the School of Nursing in 1961. The grant may be used for scholarships to students for tuition in public health nursing field practice and for the teaching of courses related to tuberculosis and public health nursing.

6. Special Projects or Programs:

One of the Psychiatric Nurse Faculty members is presently collecting data in the clinical situation relative to Areas of Student Stress and Satisfaction in the Clinical Nursing Courses. It is anticipated that the findings may affect curriculum and counseling.

Future Plans and Needs of the School of Nursing

The Dean's Review

Four broad areas have been selected in developing the 1960-61 report of the School of Nursing basically because these areas will continue to demand priority in the immediate years ahead. Each area is developed briefly in the light of the progress made, needs, and future plans of the School:

Area I - Curriculum Reconstruction

Area II - Expansion of the Generic Nursing Program

Area III - Development of an Undergraduate Program in Nursing for Graduates of Diploma and Associate Degree Programs

Area IV - Participation in Regional and State Planning for Programs in Nursing Education

Area I - Curriculum Reconstruction

After seven years of study and experimentation, it became possible for the faculty to reconstruct the basic nursing program and to thereby recommend a shorter program. The new program consists of four academic years and one five week summer session and was submitted to, and approved by, the Massachusetts Board of Registration in Nursing, May 23, 1961 and accepted by the Undergraduate Course of Study Committee of the University, June 27, 1961. Presently, 48.7% of the program includes academic courses which are given by the College of Arts and Sciences, and the Schools of Home Economics and Physical Education. 51.3% of the courses constitute the major in nursing.

The above action is in harmony with the recommendations of the Accrediting Services of the National League for Nursing; the pattern of a four academic year program for basic collegiate nursing programs throughout the country; and the patterns of undergraduate professional education at the University of Massachusetts.

In affecting the curriculum reconstruction, the nursing faculty focused on the refinement, integration, and coordination of the courses constituting the nursing major. As an initial step, such an approach can be justified, however, total curriculum reconstruction and enrichment is equally dependent upon the nature of the courses offered in the foundation courses which are contributory to the major in nursing. The curriculum must be viewed as a whole and as the instrument by which the educational objectives of the nursing program are achieved.

The nature of the courses in the nursing major are essentially unchanged. Agreements with the original selected cooperating

agencies[1] providing the clinical setting for supervised nursing practice, with one exception, have continued. Our long and pleasant association with The Belmont Hospital, Belmont, Mass., (90 miles from Amherst), which provided the clinical setting for the teaching of psychiatric nursing for six years, was discontinued in 1961 after a careful evaluation of the psychiatric resources and facilities in Western Massachusetts.

The facultys' decision to utilize psychiatric settings in Western Massachusetts was made primarily because of the desirability of teaching psychiatric and public health nursing concurrently over a semester rather than in two separate blocks of eight (8) weeks each. Additional factors included the possibility of utilizing the educational services of the University Psychiatrist; the trend in psychiatric care to treat the patient while living with his family and in the community through the services of a Psychiatric Day Care Center; the practice of Psychiatric Hospitals to segregate patients with a good prognosis on Intensive Care Units; the availability of two such facilities, namely, The Day Care Center, Springfield Mental Health Center, and the new Admission Building at the Northampton State Hospital in Western Massachusetts and of the interest of the professional staffs of the Day Care Center and Hospital in collaborating with our faculty.

Total curriculum reconstruction will necessitate collaboration with the College of Arts and Sciences. ✓ The dependency of the School of Nursing upon the College becomes clear when one appreciates that 59 of the 73 academic credits are offered by nine of the departments within this College.

The needs of the professional nursing program must be interpreted even more clearly and concisely to the College of Arts and Sciences. Communication over a period of six years has been ineffectual, for instance, as regards the content of the three courses in Chemistry (10 credits, 365 hours) offered to the students of nursing.

The need for planning periodic meetings of the academic faculty and the faculty of the School of Nursing for the purpose of interpreting the needs of our professional program must be given high priority in 1961-62 if total curriculum reconstruction is to be achieved.

Continuation of the Mental Health Grant from 1956 to August 31, 1962 has made it possible for a faculty member, employed under this grant, to participate directly in the nursing courses, and to serve as a resource to both faculty and students. An extension of the grant was requested and a new application has been submitted to the National Institute of Mental Health. It is anticipated that the Advisory Committee will recommend continuation of the grant.

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[1] Springfield & Wesson Maternity Hospitals, Springfield Health Department, and Visiting Nurse Association of Springfield.

Area II - Expansion of the Generic Basic Program

As the number of qualified and highly motivated high school graduates seeking admission to baccalaureate programs in nursing increases, it can be anticipated that the University of Massachusetts School of Nursing will be expected to expand each year.

Whereas the admission of freshman students to the nursing program has not exceeded forty (40), it may be anticipated that this figure could expand to 50 in 1962; 75 in 1963; and 100 in 1964. Within the next ten years, the total enrollment of the School may anticipate to be close to 400.

Expansion of the generic nursing program is dependent upon many factors such as 1) the ability to recruit and retain qualified nursing faculty so that the clinical nursing faculty-student ratio will not exceed 1:10; 2) maximum utilization of the existing clinical resources and facilities for the teaching of nursing and the development of a second clinical division; 3) dormitory expansion for women at the University so as to provide housing for the students of nursing throughout the entire program; 4) facilities for the transportation of students to and from cooperating agencies; and, 5) full-time secretarial services at the Springfield Clinical Division and at subsequent clinical divisions as developed.

✓It has been estimated that at least 1/5 (20%) of the professional nurse practitioners should presently be prepared in a baccalaureate program in nursing, (1959-60 8.9%), and that 13% of the graduates of such programs should be encouraged to become prepared for teaching and leadership positions through graduate study in nursing[1].

✓Graduates of the generic baccalaureate program in nursing are the source of supply for the professional practitioner of the future who must assume an increasing responsibility for independent nursing practice, and for the graduate programs in nursing (presently 43 Masters Programs) which are assuming the responsibility for preparing faculty for schools of nursing, administrators, supervisors, and consultants.

The resources for graduate study in nursing presently appear adequate. Concerted effort must be made to interest the graduates of the baccalaureate program to become prepared in a functional specialty.

The number of nurses graduating from the 43 Masters Programs in 1959-60 (1197) has caused considerable concern to the nursing profession, especially when it is appreciated that but 521 of the graduates were prepared for teaching during this period in schools of nursing.

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[1] The National League for Nursing, NURSING FOR A GROWING NATION, New York, The League, 1957, p. 21.

MASTERS PROGRAMS[1]

Functional Specialty	Educational Units Reporting Enrollments	Graduations 1959-60
Teaching	35	521
Admin: Service	24	231
Supervision	15	133
Admin: Education	16	119
Nursing Practice	10	117
Superv-Teaching	7	59
Consultation	3	17
Other	2	0
TOTAL	43	1197

N.B. Four of the graduate programs are in New England; 3 Boston, 1 Connecticut.

The number of graduates from nursing programs leading to a Doctoral degree over a five (5) year period is far less than desirable but nevertheless encouraging. An increase in enrollment may be anticipated as the qualified graduates of the Masters Programs in Nursing are encouraged to initiate and complete the requirements for a Doctoral degree; and as scholarships and fellowships become more readily available. Presently, four (4) universities offer Doctoral Programs with a major in nursing and eight (8) additional universities offer a Doctoral Program wherein the School of Nursing collaborates with a second discipline within the university[2].

Enrollment of Graduates in Nursing Programs Leading to a Doctoral Degree 1956-57 through 1960-61[3]

Year	Enrollment Total	Full-time	% Full-time	Graduations
1960-61	132	69	52.3	-
1959-60	124	73	58.9	6
1958-59	113	61	54.0	9
1957-58	90	54	60.0	8
1956-57	61	35	57.4	3

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[1] National League for Nursing, SOME STATISTICS ON NURSING EDUCATION, 1960, New York, The League, Department of Baccalaureate and Higher Degree Programs. (Mimeographed material) 7/14/61.

[2] The National League for Nursing, "Post Masters Education in Nursing", NURSING OUTLOOK, September, 1961. p. 555.

[3] Ibid, p. 553.

Ways and means of 1) increasing the number of qualified students in generic baccalaureate programs in nursing, 2) accelerating the preparation of faculty for schools of Nursing, and leadership positions, 3) the financing of nursing education are among the several problems being studied by the Commission on Nursing appointed by President Kennedy.

Area III - Development of An Undergraduate Program for Graduates of Diploma and Associate Degree Programs

[illegible]

✓Recent graduates of diploma programs are seeking admission to an undergraduate program in nursing leading to a baccalaureate degree in increasing numbers. The number of registered nurses completing baccalaureate programs in nursing each year continues to rise. In 1958, 33% of the R.N. students were enrolled in full-time study; in 1959, 38%; and in 1960, almost 41%. Seven institutions now admit registered nurses into their basic program in professional nursing rather than into a special program for graduate nurses.

Since the initiation of the nursing program at the University of Massachusetts, over three hundred (300) written inquiries have been made by graduates of diploma programs, hospital administrators, and directors of schools of nursing regarding a program for registered nurses. Telephone calls from a Representative and Senator from the General Court of Massachusetts have reflected their interest in the needs of their constituents.

✓In 1959-60, 25,288 students of nursing graduated from the 908 diploma programs. That values inherent in a baccalaureate program in nursing have been more apparent to the young graduates in particular, as well as to many of the married nurses who wish to return to nursing after their children have become school age. ✓The number of graduates of associate degree programs is steadily increasing, and while preparation for nursing in community colleges is developed as a terminal program, yearly many of the graduates are seeking admission to baccalaureate degree programs.

None of the five Land Grant Colleges in New England with basic professional nursing programs has established a program for the graduates of diploma and associate degree programs.

The many factors involved in the development and maintenance of such a program will be exacting and demanding of time. It is essential that this responsibility be assigned to a qualified faculty member who has the zeal and interest essential for the initiation of such a program. Within a few years after the program is firmly launched, it is highly conceivable that this educational opportunity may be offered to graduate

nurses within the New England region through the cooperative arrangement of the Land Grant Colleges.

Cooperation with the Department of Sociology has made it possible for a few registered nurses to secure a baccalaureate degree with a major in Sociology. The School of Nursing has further demonstrated its interest in the problems of the employed registered nurses, and since 1957 has offered thirteen (13) job-related conferences. The total number of enrollees was 263.

Area IV - Participation in Regional and State Planning for Programs in Nursing Education

Within the New England Board of Higher Education, there is a tremendous interest in the improvement of nursing education and thereby the nursing services to people. Preliminary plans have been developed by the Executive Secretary of the Board, with the Deans and Directors of the schools of nursing collegiate program in New England. Essentially, the group wishes to approach the problems of nursing education in a manner similar to that of the Western Interstate Commission for Higher Education. The preparation of nursing faculty for basic collegiate schools of nursing was included in the preliminary plan. When such a plan is developed, inter-university planning, collaboration, and participation on a regional basis will go forward. While the initial request for Foundation support has not been realized, new sources of funds are being explored by the Executive Secretary of the Board.

As the number of Community Colleges in Massachusetts increases, the Commission on Community Colleges is conscious of the need for sound planning for nursing programs with those colleges. One member of our faculty has become exceptionally well prepared, both by study and direct participation in the development of the first nursing program in a Community College. She is qualified to serve as a consultant and her services have already been sought by the Executive Director of the Massachusetts Commission on Community Colleges. It is highly conceivable that consultation service from the clinical nursing faculty prepared in a nursing specialty may be requested by Community Colleges as the nursing programs begin to concern themselves with the clinical area.

The interest and the feeling of responsibility of the faculty for extending consultation service to schools of nursing within the Commonwealth has continued since the initiation of the program. Indeed, the several requests received within the present year is but one evidence of the high esteem in which the faculty is held throughout the state.

The accomplishment of the tasks and the achievement of the goals inherent in the four areas identified will require the continued interest of a dedicated nursing faculty; the appointment of additional nursing faculty; the development of a second clinical division; faculty reorganization; greater collaboration between the School of Nursing and the College of Arts and Sciences; and the sustained administrative understanding and support which the school has experienced since its founding in 1953.

The School of Nursing must assume its social and professional obligation in nursing education.

A P P E N D I X

A. Faculty evolution 1950-1963

B. Freshman Scholarship 1950-1961

Appendix A

FACULTY ACTIVITIES

October 1, 1960 - September 30, 1961

In addition to their regular administration, teaching and counseling activities, the faculty of the School of Nursing has participated individually and collectively as follows:

A. Participation in the planning and implementation of educational and other services within the University:

1. All-University Committee Membership:

- Miss Byron
    - Library Committee - Member (Fall Semester)
- Miss Maher
    - Faculty Committee on Honorary Degrees - Member
    - University Senate - Member
    - Health Council - Chairman
    - Provost's Administrative Council - Member
    - Dean's Luncheon Group - Member
    - Inaugural Committee - Chairman
    - Program Committee University Centennial Year - Member
    - Board of Admissions - Member
- Miss Macdonald
    - Course of Study - Member
    - Library Committee - Member (Spring Semester)
    - University Open House Committee - Member
    - Committee on Commencement and Convocations - Member
- Dr. [illegible]
    - Discipline Committee - Member

2. School of Nursing Committee Membership:

- Miss Tyler
    - Advisory Council to the Dean - Chairman
    - Faculty Organization, Records - Chairman
    - Interagency Administrative Committees - Chairman
    - Curriculum, Student Personnel, Library, and Faculty Personnel Committees - Member
    - Advisory Panel on Nursing Education - Member
    - Advisory Committee on Psychiatric Nursing - Member
- [illegible]
    - Faculty Organization - Member
    - Curriculum - Member
    - Student Personnel - Member

- Committee on Committees - Secretary
- Honors Committee - Member
- Student Council - Advisor-elect

- Miss Byrne

  - Faculty Organization - Member
  - Curriculum, Student Personnel, Library Committees - Member
  - Committee on Committees - Secretary
  - Interagency Administrative Committees
    - Maternal and Child Nursing - Member
    - Public Health Nursing Agencies - Member
  - Nursing Club - Advisor
  - Health Coordinator, School of Nursing Student Health Program
  - Advisory Panel on Nursing Education - Secretary

- Miss Clarke

  - Faculty Organization - Member
  - Curriculum - Secretary
  - Student Personnel Committee - Chairman
  - Honors Committee - Secretary

- Miss Crowley

  - Faculty Organization - Member
  - Curriculum Committee - Member
  - Library Committee - Member

- Miss DiMaggio

  - Faculty Organization - Member
  - Student Personnel Committee, Faculty-Student Affairs - Secretary
  - Curriculum and Library Committees - Member
  - Interagency Administrative Committees
    - Wesson Maternity Hospital - Member
    - Springfield Hospital - Member
    - Public Health Nursing Agencies - Member
  - Dean's Advisory Committee - Member

- Miss Gilmore

  - Faculty Organization - Member
  - Curriculum and Library Committees - Member
  - Faculty Personnel and Committee on Committees - Chairman
  - Library Committee Springfield Hospital - Member
  - Dean's Advisory Committee - Member
  - Interagency Administrative Committee
    - Springfield Hospital - Member
  - Student Council - Advisor

- Miss Macdonald

  - Faculty Organization - Secretary
  - Curriculum Committee - Chairman

13.

- Student Personnel, Library, Faculty Personnel - Member
- Faculty-Student Affairs Committee - Chairman
- Interagency Administrative Committees - Secretary
  Springfield Hospital
  McLean Hospital
  Wesson Maternity Hospital
  Public Health Agencies
- Advisory Panel on Nursing Education - Member
- Advisory Committee on Psychiatric Nursing - Member
- Honors Committee - Chairman
- Records Committee - Member
- Dean's Advisory Council - Secretary

- Mr. McGinnis

  - Faculty Organization - Member
  - Faculty Personnel - Secretary
  - Curriculum and Student Personnel Committees - Member
  - Student-Faculty Affairs - Member
  - Interagency Administrative Committee
    McLean Hospital - Member
  - Advisory Committee on Psychiatric Nursing - Secretary
  - Intercollegiate Coordinating Committee on Psychiatric Nursing - Member
  - Nursing Club - Advisor-elect

B. Participation in the planning and implementation of programs related to the improvement of patient care and nursing education:

1. Organizational Activities:

- Miss Baker

  - Chairman, M.L.N. Committee on Careers
  - Member, Department of Baccalaureate and Higher Degree Programs, N.L.N.
  - Member, EACT Section, M.N.A.
  - Member, Board of Directors, M.L.N.
  - Member, Task Force on Organization, M.L.N.
  - Member, New England Regional Conference for Public Health Nursing Education and Member of Steering Committee
  - Member, North Atlantic Council of State Leagues for Nursing
  - Member, Deans of Collegiate Nursing Council, New England Board of Higher Education
  - Program Committee Coordinator, W.M.L.N. and District 1, M.N.A.

- Miss Darell

  - Member, Department of Baccalaureate and Higher Degree Programs, N.L.N.
  - Member, EACT Section, M.N.A.
  - Member, Sigma Theta Tau
  - Program Committee, District #1, M.N.A.

- Miss Byrne

  - Vice-President, Western Mass. League for Nursing
  - Member, Department of Baccalaureate and Higher Degree Programs, N.L.N.

- Member, Public Health Nursing Section, M.N.A.
- Member, New England Conference for Public Health Nursing Education
- Member, Mass. Public Health Association and Member of Nominating Committee
- Nominating Committee, M.L.N.

- Miss Clarke
    - Member, Department of Baccalaureate and Higher Degree Programs, M.L.N.
    - Member, EACT Section, M.N.A.

- Miss Crowley
    - Member, Department of Baccalaureate and Higher Degree Programs, M.L.N.
    - Member, EACT Section, M.N.A.

- Miss DiMaggio
    - Member, Department of Baccalaureate and Higher Degree Programs, M.L.N.
    - Member, EACT Section, M.N.A.

- Miss [illegible]
    - Member, Department of Baccalaureate and Higher Degree Programs, M.L.N.
    - Member, EACT Section, M.N.A.
    - Member, Committee on Careers in Nursing, W.M.L.N.
    - Member, Scholarship Committee, M.L.N.
    - First Vice-chairman, EACT Section, District #1, M.N.A.
    - Board Member, W.M.L.N.

- Miss Macdonald
    - Vice-Chairman, Department of Baccalaureate and Higher Degree Programs, M.L.N.
    - Member, EACT Section, M.N.A.
    - Member, New England Regional Conference for Public Health Nursing Education
    - Member, M.L.N. Committee on Community College Programs
    - Consultant, Legislative Committee, M.N.A.

- Dr. [illegible]
    - Member, Department of Baccalaureate and Higher Degree Programs, M.L.N.
    - Member, EACT Section, M.N.A.

[illegible] Other Activities:

- Miss Maher
    - Chairman, Advisory Committee, Study of the Role of the Nurse in the Out-Patient Department, Boston University Human Relations Center
    - Member, Advisory Committee, Franklin County Public Hospital School of Nursing
    - Member, Board of Incorporators, Franklin County Public Hospital

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- Member, Board of Registration in Nursing, Commonwealth of Mass.
- Member, Dean's Advisory Committee to Lemuel Shattuck Hospital Director of Nursing
- Member, Editorial Board of Nursing Research
- Member, Editorial Board of G. P. Putnam's Sons
- Member, Board of Directors, Hampshire County Public Health Association
- Member, Advisory Council, Nursing Home Project, Boston College School of Nursing
- Member, National Foundation Scholarship Committee
- Hostess and Member, Planning Committee, Institute on Schools of Nursing, School Nurses Organization at the University
- Speaker, Sigma Theta Tau, Boston University School of Nursing
- Speaker, Nurse of the Year - Miss Wheeler - Dinner Meeting
- Speaker, New England Hospital Assembly, Boston, Collegiate Nursing Education
- Speaker, St. Catherine of Sienna Honor Society, Boston College School of Nursing

- Miss Baroll

  - Participation in presentation of work conference on Team Nursing to graduate nurses, June 26 - July 7, 1961
  - Participation in meeting with faculty of Bishop Memorial School of Nursing, Pittsfield, Mass.: Curriculum in Medical-Surgical Nursing
  - Participation in meeting with faculty of St. Luke's Hospital School of Nursing, Pittsfield, Mass.: Curriculum in Medical-Surgical Nursing

- Miss Byrne

  - Member, Public Health Nursing Committee, Franklin County Public Hospital School of Nursing
  - Member, Citizen's Advisory Committee for Public Health Nursing, Amherst Board of Health
  - Member, Mass. Department of Public Health, Nursing Section, Committee on Field Experience for Collegiate Nursing Students
  - Member, Nursing Committee, Community Council of Springfield
  - Participant on Panel, New England Regional Conference for Public Health Nursing,: Role of the University Faculty Member in Planning, Supervising, and Evaluating Field Experience in Public Health Nursing for Collegiate Nursing Students

- Miss Crowley

  - Participant in conference on Mental Retardation given for Public Health Nurses in Pittsfield by the Association for Mental Retardation and the V.N.A. May 2, 1961
  - Participant in a research study being conducted by the N.L.N. Committee on Fellowships and Awards
  - Work Conference Leader on Team Nursing to graduate nurses, June 26 - July 7, 1961

16.

- **Miss DiMaggio**
  - Participation in Department of Baccalaureate and Higher Degree Programs Regional Conferences for Teachers of Maternal and Child Health Nursing, Philadelphia, March 22-24, 1961

    Member of steering committee planning and implementing the program.

- **Miss Gilmore**
  - Participation in study done by graduate students at Boston University School of Nursing to select learning experiences relating to patients with specific nursing problems for students in Medical-Surgical Nursing
  - Speaker to groups on Careers in Nursing

- **Miss Macdonald**
  - Member, Advisory Committee for Regional Nursing Education Program, Newton Junior College
  - Member, Executive Alumnae Council, Emmanuel College
  - Member, Technical Advisory Committee, Nursing Home Project, Boston College School of Nursing
  - Speaker, M.L.N. Committee on Careers, Danvers, Mass., October 6, 1960
  - Speaker, Conference on Educational Standards, M.L.N., Amherst, Mass., October 18, 1960.
  - Speaker, Inservice Education Program, Veteran's Administration Hospital, Rutland Heights, November 18, 1960
  - Speaker, Capping Exercise, Springfield Hospital School of Nursing, February 28, 1961
  - Graduation Address:

    Salem Hospital School of Nursing, Salem, Mass. October 5, 1960
    Lemuel Shattuck Hospital, May 17, 1961
  - Consultant in Nursing Education

    Franklin County Public Hospital School of Nursing, Greenfield, Mass.
    Board of Regional Community Colleges, Commonwealth of Mass.
  - Researcher and author of Fact-finding Study for Legislative Research Council, Commonwealth of Mass.
  - Participant, Senior Nursing Seminar, Children's Hospital School of Nursing, April 26, 1961

C. Faculty Attendance at Professional Meetings:

Date	Meeting	Place	Faculty Member Attending
Oct. 5, 1960	District #1 Mass. Nurses Association	Springfield, Mass.	Miss Crowley Miss Gilmore Miss Maher
	Western Mass. Heart Assoc. Conference	Springfield, Mass.	Miss Baroll
Oct. 18, 1960	Central and Western Division of M.L.N. - Meeting on Educational Standards	Amherst, Mass.	Miss Byrne Miss DiMaggio Miss Gilmore Miss Macdonald (Speaker)

Date	Meeting	Place	Faculty Member Attending
	Meeting on Educational Standards (Cont'd.)		Miss Maher Presiding Officer
Nov. 1, 1960	Annual Meeting, Western Mass. League for Nursing	Greenfield, Mass.	Miss Byrne (Vice-Pre Miss DiMaggio Miss Gilmore
Nov. 9-12, 1960	Council of Member Agencies Baccalaureate & Higher Degree Programs, N.L.N.	St. Louis, Missouri	Miss Maher
Nov. 16, 1960	Annual Meeting, N.L.N.	Boston, Mass.	Miss Maher, Presiden Miss Byrne
Nov. 17, 1960	Annual Meeting, N.L.N.	Boston, Mass.	Miss Baroli Miss DiMaggio (Chairman of Inter-divisional Council Program Meeting) Miss Gilmore Miss Maher
Jan. 9, 1961	Annual Meeting, Visiting Nurse Association of Springfield	Springfield, Mass.	Miss Maher Miss Byrne
January 31, 1961	Convocation - 150th Anniversary, Mass. General Hospital	Boston, Mass.	Miss Maher Miss Gilmore Miss Macdonald
Feb. 1961	Interdivisional Council, Maternal & Child Health, N.L.N. Steering Committee	Boston, Mass.	Miss DiMaggio
Mar. 7, 1961	Dept. of Baccalaureate & Higher Degree Programs- N.L.N. - Maternal & Child Nursing Program - Planning Committee Meeting for Regional Conferences	New York, N.Y.	Miss DiMaggio (Member of Planning Committee)
Mar. 20-25, 1961	Regional Conference - Participant N.L.N. Maternal & Child Nursing Program	Philadelphia, Pa.	Miss DiMaggio
Apr. 4-6, 1961	Workshop in Family Development, Mass. [illegible] Extension Service	Amherst, Mass.	Miss Crowley Miss DiMaggio
Apr. 7-15, 1961	Meeting of Council of Member Agencies, Baccalaureate & Higher Degree Programs, Annual N.L.N. Convention	Cleveland, Ohio	Miss Maher

Date	Meeting	Place	Faculty Member Attending
Apr. 26, 1961	Annual Meeting Hampshire County Public Health Association	Amherst, Mass.	Miss Maher
May, 1961	Interdivisional Council, Maternal & Child Health, N.L.N., Steering Committee	Boston, Mass.	Miss DiMaggio
May 8, 1961	75th Anniversary, Boston Visiting Nurse Association	Boston, Mass.	Miss Maher
May 10, 1961	Nursing Care Seminar, "Rehabilitation of Stroke Patient"	Municipal Hospital Springfield, Mass.	Miss Byrne

Appendix B

UNIVERSITY OF MASSACHUSETTS
School of Nursing

COMMITTEES

1960-61

SCHOOL OF NURSING FACULTY COMMITTEES

Committee on Committees

Mary E. Gilmore, Chairman
Mary A. Baroll, Secretary
Evelyn N. Byrne

Faculty Organization

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
All full-time Faculty

Faculty Personnel Committee

Mary E. Gilmore, Chairman
Edward E. McGinnis, Secretary
Mary E. Macdonald
Gellestrina T. DiMaggio

Curriculum Committee

Mary E. Macdonald, Chairman
Elizabeth A. Clarke, Secretary
All full-time Faculty

Faculty-Student Affairs Committee

Mary E. Macdonald, Chairman
Gellestrina T. DiMaggio, Secretary
Edward E. McGinnis
Student Representatives &
Alternates

1961A - C. Sherwood - L. Bieniek
1961B - H. Dubiel - P. Rockwood
1962 - P. Gray - J. Woodbury
1963 - N. Yontz - A. Carey
1964 - J. Scott - C. Guerretto

Student Personnel Committee

Elizabeth A. Clarke, Chairman
Gellestrina T. DiMaggio, Secretary
Evelyn N. Byrne
Mary A. Baroll
Mary E. Macdonald
Edward E. McGinnis

SUB-COMMITTEES OF THE FACULTY

Faculty Organization

Honors Committee

Mary E. Macdonald, Chairman
Elizabeth A. Clarke, Secretary
Mary A. Baroll

Records Committee

Mary A. Maher, Chairman
Mary E. Gilmore, Secretary
Mary E. Macdonald

Library Committee

Evelyn M. Byrne, Chairman
Edward E. McGinnis, Secretary
Gellestrina T. DiMaggio
Mary E. Gilmore
Mary E. Macdonald

Curriculum Committees

Integration - Human Growth and Development Concepts

Gellestrina T. DiMaggio, Chairman
Elizabeth A. Clarke

Integration - Mental Health Concepts

Edward E. McGinnis, Chairman
Elizabeth A. Clarke
Mary E. Macdonald

Integration - Principles of Management In Hospital Nursing Service

Mary A. Maher, Chairman
Mary E. Gilmore, Secretary
Mary E. Macdonald

Teaching Facilities and Resources in Psychiatric Nursing

Edward E. McGinnis, Chairman
Mary A. Maher

Grading

Mary E. Macdonald, Chairman
Mary A. Baroll
Gellestrina T. DiMaggio

Public Health Concepts

Evelyn M. Byrne, Chairman
Mary A. Maher

Social Casework and Family Counseling

Mary E. Macdonald, Chairman
Evelyn M. Byrne
Elizabeth A. Clarke
Edward E. McGinnis

Advanced Nursing (Course Content) 4-Year Program

Mary E. Macdonald, Chairman
Gellestrina T. DiMaggio
Mary E. Gilmore

Evaluation

Mary E. Gilmore, Chairman
Evelyn M. Byrne
Mary E. Macdonald

Alcoholism and Drug Addiction

Evelyn M. Byrne, Chairman
Elizabeth A. Clarke

Interagency Committees

Springfield Hospital

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
Gellestrina T. DiMaggio
Mary E. Gilmore

McLean Hospital

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
Edward E. McGinnis

Wesson Maternity Hospital

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
Evelyn M. Byrne
Gellestrina T. DiMaggio

Springfield Health Department & The Visiting Nurse Ass'n. of Springfield

Mary A. Maher, Chairman
Mary E. Macdonald, Secretary
Evelyn M. Byrne
Gellestrina T. DiMaggio

Advisory Committees

Advisory Panel on Nursing Education

Evelyn M. Byrne, Secretary
Mary A. Maher
Mary E. Macdonald
Clinical Faculty Representative

Advisory Committee on PsychiatricNursi

Edward E. McGinnis, Secretary
Mary A. Maher
Mary E. Macdonald
Clinical Faculty Representative

University Committees

Miss Maher

Faculty Senate
Health Council, Chairman
Provost's Administrative Council

Miss Macdonald

Course of Study

Intercollegiate Coordinating Committee
(Psychiatric Nursing)

Mary A. Maher, Chairman
Mrs. Dorothy Dutra, Secretary
Edward E. McGinnis
Mary E. Macdonald

Advisor to Student Organizations

Nursing Club

Evelyn M. Byrne, Advisor
Edward E. McGinnis, Advisor-Elect

Student Council

Mary E. Gilmore, Advisor
Mary A. Borell, Advisor-Elect

UNIVERSITY OF MASSACHUSETTS
Memorandum

From: School of Physical Education Date: December 15, 1961

To: Robert J. Doolan, Secretary of the University

Subject: Material for Annual Report

Appropriation

Fiscal Year -	1959-60	1960-61	1961-62
	$40,600	[illegible]	$49,540

2. Personnel (Instruction)

	1959-60	1960-61	1961-62
Department Head	1	1	1
Professor		2	1
Assoc. Professor	5	4	4
Ass't. Professor	6	7	7
Instructor	7	8	[illegible]
Part Time	3	5	[illegible]
Total	22	27	27

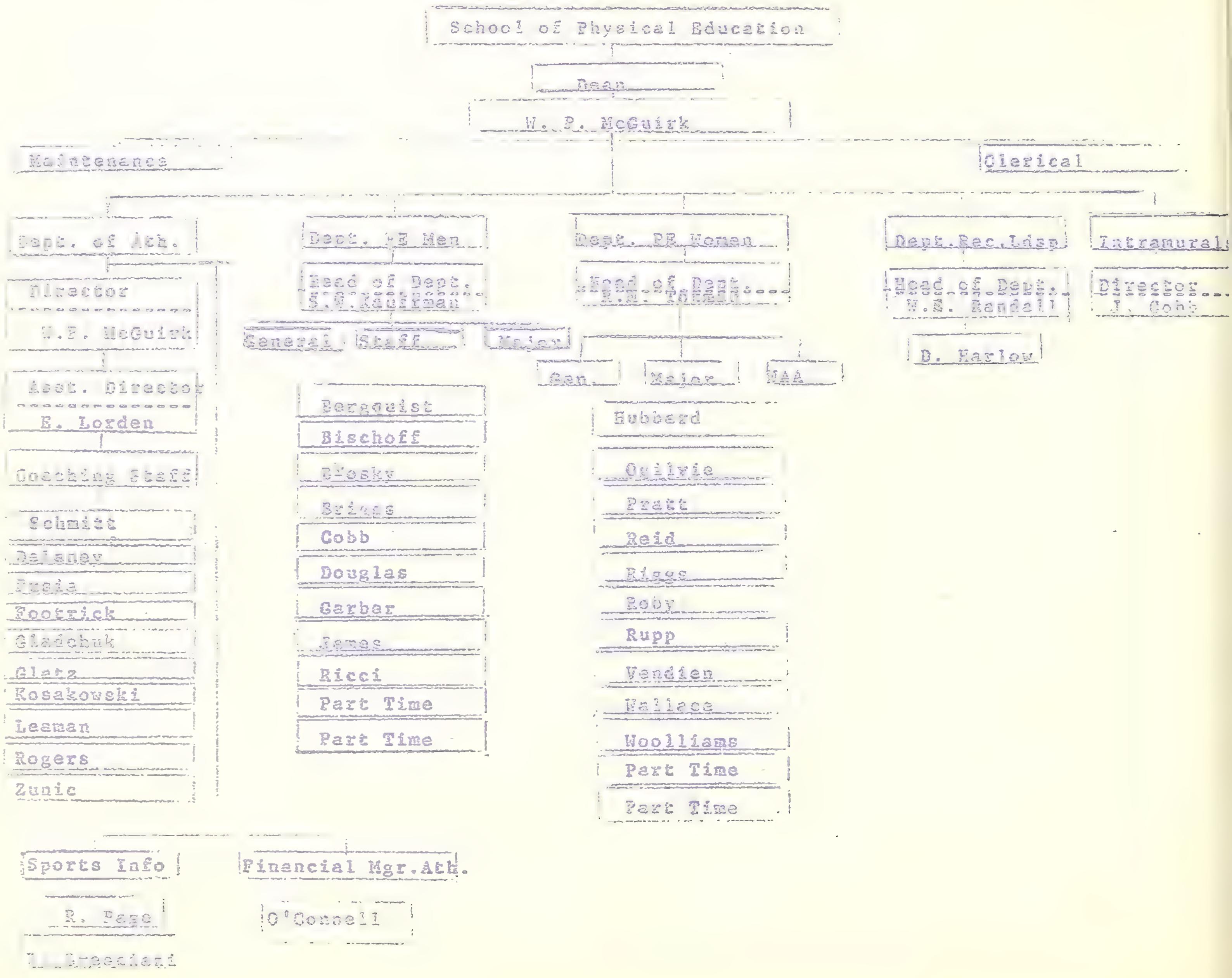
Personnel (Coaching)

	1959-60	1960-61	1961-62
Ass't. Dir. of Athletics	1	1	1
Head Coach	*2	2	1
Ass't. Football Coach	2	3	2
Athletic Coach	**4	**4	**4
Ass't. Athletic Coach	3	3	3
Total	12	13	11

*Matthew Zunic serving as Head Coach, classified as Professor
**William Footrick serving as Athletic Coach, classified as Associate Professor

4. Students

	1959-60	1960-61	1961-62
a. Majors	151	202	255
b. Number of students taught			
(1) Majors and others	580	729	1071
(2) Gen. Program	*2416	*2787	*3078
Total taught	2996	3516	4149
*Per Semester			
c. Intercollegiate and Intramural Participation	2966	3348	2573


School of Physical Education
Dean
W. P. McGuirk
Maintenance
Clerical
Dept. of Ath.
Director
W.P. McGuirk
Asst. Director
E. Lorden
Coaching Staff
Schmitt
Delaney
Fusia
Footrick
Gladchuk
Glatz
Kosakowski
Leaman
Rogers
Zunic
Sports Info
R. Page
Financial Mgr.Ath.
O'Connell
Dept. PE Men
Head of Dept.
S.W. Kauffman
General
Staff
Major
Berquist
Bischoff
Briggs
Cobb
Douglas
Garbar
James
Ricci
Part Time
Part Time
Dept. PE Women
Head of Dept.
Gen.
Major
WAA
Hubbard
Ogilvie
Pratt
Reid
Riggs
Roby
Rupp
Vendien
Wallace
Woolliams
Part Time
Part Time
Dept.Rec.Ldsp
Head of Dept.
W.S. Randall
D. Harlow
Intramurals
Director
J. Cobb

5. Faculty Publications - Research

David Bischoff - A Formula for Determining a Skill Grade in Badminton
"The Status Seeker in College Physical Education; A Professional Liability"
The Physical Educator

Dana K. Harlow - *Manual for Municipal* Recreation Boards in Massachusetts

John Douglas - A Study on the Use of Visual Aids as a Method of Teaching Wrestling Techniques

Robert James - A Study on the Relationship of Leg Strength per Pound of Body Weight to Speed in Sprinting

William E. Randall - Evaluation of the 4-H Camps in Massachusetts
Natural History of the Holyoke Range as a Basis for Expansion of Skinner State Park
Development and Operation of Privately-Owned Individual Family Campgrounds in Massachusetts
Special Instructional Techniques and Devices Used in Recreation Leadership Curriculums

Benjamin Ricci - Questionnaire Study: Parental Attitudes Toward Existing Programs of Physical Education in the Amherst Public Schools.
Electrogoniometric Analysis of Ginglymus Joints of the Lower Extremity of the Human. (Collaboration with Dr. P. V. Karpovich, Springfield College).
Effect of Relaxant Drugs on Muscular Performance. (Collaboration with Dr. E. Mitchell, Westover, AFB).
Editing text, "Preventive and Supportive Measures in Athletics". (Collaboration with Mr. S. Shaw, Springfield College.

6. Special Projects

a. Appointment of a faculty member as Director of Research to develop a research program in Physical Education

b. Proficiency Tests in Physical Education Testing during the Summer Counseling Program (Men) and in each semester during the academic year has continued in an effort to adjust enrollment in the general program to the totally inadequate facilities.

c. Graduate Program in Physical Education
The program has been developed and in a preliminary hearing the proposal was tabled as a result of the questioned eligibility of the School faculty qualifications

c. (continued)
for admission to the Graduate faculty. Ineligibility was attributed to the sparsity of publications and research by staff members. Emphasis will be placed upon meeting the criteria of eligibility through reduction of load for qualified faculty.

d. Adapted Program in Physical Education for Men
The adapted Physical Education program under the limitations of facilities and equipment continues to provide a limited program of developmental activities suited to the capacities of disabled students under referral by the University Health Service. One thousand, three hundred and fifty prescriptive treatments were supervised in the therapeutic exercise program.

7. Future Plans and Needs (by Departments)

a. Department of Physical Education for Men

The Department continues to be confronted with three basic administrative needs which have been elaborated upon in previous reports

(1). Facilities: Total inadequacy of indoor and outdoor facilities required for the conduct of an educationally sound general and major Physical Education Program

The joint completion of the new Men's Physical Education Building and outdoor instructional areas will provide the facilities necessary to meet predicted enrollment increases. It should be recognized that both programs have been pauperized by substitution and improvisation for the past five years. In consideration of need and time involved in the ultimate realization of these facilities, any further delay in beginning construction of this approved project is indefensible

(2). Personnel: Each staff member is responsible for teaching assignments in both the general and major programs. As the sections in both programs increase and the staff remains constant, the point is soon reached where the instructional staff is inadequate to fill the instructional needs. This situation was reached in September, 1960, when part-time graduate students were used to supplement the permanent staff. This makeshift arrangement was not administratively sound or educationally defensible, due to lack of qualified graduate students available at the hours

(2). (continued)
throughout each week when competent instructional staff was required. It has become practically impossible to interest qualified graduate students from Springfield College, for example, to commute to Amherst to serve as part-time instructors in the general program, during the hours required, at the salary available.

In September, 1961, in lieu of providing the necessary full-time staff required, 03 funds were made available for the purpose of employing additional part-time staff necessary to meet instructional demands. Qualified teachers, with the specific abilities required were not, and are not now, available for employment during the hours throughout the week in which the heavy teaching load exists

Enrollment in the professional major has increased 40% over last year. Since September, 1961, the Department staff has been required to absorb a 47% increased teaching load in major courses and a 20% increase in the general Physical Education Program.

It is utter folly to assume that such increases can be met, in an educationally sound program by make-shift instruction. The general and major Physical Education programs are dependent upon facilities but come alive and meaningful only when persons are effective agents. The facilities, meager or abundant are useless until they are employed and the staff is the ultimate and final answer, to both program and facilities.

Additional full-time staff must be made available to meet increased enrollments and to insure retention of the present competent staff by reasonable reduction of their teaching load to a level comparable to that of the average University faculty member

Reduction of work load, which is essential to provide the time required for certain staff members to engage in individual research, cannot be realized without provision of additional staff

3. Budget: The increase in the number of sections has placed greater demands upon the quantity and quality of laboratory equipment. Current purchase and repair costs of this equipment require larger appropriations to meet enrollment demands. The budgets in 13 and 15 accounts have never been sufficient to establish a backlog of equipment for instructional use. Late

3. (continued)
allocation of funds in these accounts, coupled with the policy of competitive bid, delays receipt of equipment to the extent that instruction is impaired by insufficient or complete lack of equipment. Adequate appropriation should be made available each year, in order that staff members might accept invitations to serve on professional committees at both the state and national level. Several opportunities to represent the University and the Department have been declined by certain staff members, due to lack of travel funds.

b. Department of Physical Education for Women

1. Facilities: The space restrictions on both the extra-curricular and the teaching program become more pressing each year. Plans should be laid at once to realize the dance studio and the classrooms which were deleted from the original plans.

   Even more urgent is the fence around the athletic field. Now that the education building is in use, students use the lawn and athletic field as a shortcut thoroughfare between the women's dormitories and the education buildings. This item should have priority in the improvements for the summer of 1962.

2. Personnel: The increased number of major students who require opportunity for student teaching in public schools makes it imperative to have this course in both semesters. The two chief reasons for this need are the problem of finding suitable places for the work and the time required for proper supervision. To develop this student teaching course in both semesters will require a duplication of both semesters of the senior year. This will require additional staff.

   The plan to augment the permanent teaching staff by employing part-time teachers is unsuccessful, mainly because such teachers are not available. Graduate students at nearby colleges cannot spend the time from their studies.

   The planning for student teachers in both semesters of the senior year and provision of sufficient staff to carry out the program are the main problems for immediate consideration.

c. Department of Recreation Leadership

As major enrollment continues to increase, as the quality of the instructional program improves, as the faculty and students participate more fully in professional activities,

c. (continued)
and as key members of the profession visit the campus with increasing frequency, the stature and reputation of the department are growing substantially.

By way of example, Mr. Willard C. Sutherland has for thirty years been the key national figure in the field preparation and placement of professional recreators. He maintains close contact with, and periodically visits, all of the recreation major curriculums throughout the country. As a result, Mr. Sutherland represents the closest existing approximation to an accrediting agency in this profession. After his recent visit, Mr. Sutherland reacted as follows:

"Dear Dean McGuirk:

"I cannot resist the urge to record in writing my favorable impressions as a result of a recent visit to Massachusetts State University.

"It had been several years since I was on your Campus and the growth of the recreation curriculum has been remarkable under the creative and imaginative.

"I had the pleasure of interviewing 13 of the Senior recreation students and in speaking to the Student Recreation Association. Every student interviewed is placeable and this is rather unusual in a group of this size. The Seniors whom I interviewed measure up unusually well with those whom I have interviewed on various campuses in other parts of the country. What is sometimes lacking is dedication and professional attitude, but I found these in very satisfactory amounts among the Seniors at Massachusetts University.

"Also, I am delighted that Massachusetts University has been designated as the Regional School for the major recreation curriculum. This too, will bring added status to your school, and this, among other favorable factors, indicates a tremendous potential. The Recreation Department under your guidance and skillful leadership of Bill Randall is making a real place for itself, not only in Massachusetts, but throughout New England......

Sincerely yours,

W. C. Sutherland
Recreation Personnel
Service"

1. Facilities: Space limitations continue to interfere with efficient functioning of the department and the problem is increasing in importance. Availability of the new Men's Physical Education Building is urgently needed to alleviate the situation.

2. Personnel: Major enrollment is increasing. Certain courses in the department are required of majors in other departments which have increasing enrollments. The department is being asked to develop additional service courses for yet other curriculums. The accelerated block semester requires special accelerated course sections and a greatly increased amount of faculty time for supervision of the Practice Leadership course. The effect of all these demands is a serious need for additional faculty positions.

3. One problem which continues to require development of a permissive University policy is that of travel reimbursement for use of student cars for official class field trips. For most such trips the University provides or charters busses. If a class is too small to warrant a bus, or if the terrain and roads to be traveled render a bus impractical, or if the trip covers several days (involving much waiting of bus and driver along with housing and food problems for the driver especially, when a class is camping), student cars are a necessity. Under present policy in these cases, the students must pay for the transportation although the University would pay several times as much for less satisfactory transportation.

d. Department of Athletics

Intramurals

1. The control and administration of all intramural activity continues to be a "part-time" staff responsibility. The program has advanced far beyond this in scope. Assistance is provided by interested student volunteers and by a staff of student supervisors and officials. Administratively, the purchase of equipment, control of student labor, scheduling of 734 separate contests, and participation of 2,572 male students, points to eventual departmental status.

2. Facilities - The limitations of our present facilities continue to hamper the development of a full, comprehensive Intramural program. Inadequacies force program modifications that cannot be justified in the light of proper philosophy:

(a). Upperclassmen, graduate students, and faculty cannot enjoy the privilege of locker or basket storage space.

(b). The hours available for contest scheduling encroach upon the normal study time commitments of students. Because of facility limitations, areas must be shared jointly with the Required Physical Education Program and the Athletic Program, with last priority going to the Intramural Program

(c). Outdoor facility limitations force the scheduling of 109 football contests on one field. This is the same field used by the varsity for practice. This field is also used by the freshman team as a game field and by Stockbridge students as a game field. By mid-season, the area is completely stripped of grass and becomes a hazard that is a serious threat to the safety of unpadded, unskilled intramural participants.

3. Personnel - The need exists, the enrollment justifies and the future development demands the creation of a full-time Director of Intramural Athletics

4. Budget

   (a). A reasonable increase in 03 funds consistent with the expansion of the program

Intercollegiate

Squad size and breadth of the competitive sports program is seriously handicapped by limited facilities. The total inadequacy of indoor and outdoor space, essential for the conduct of sports programs, restricts expansion of the total program which is necessary to accommodate increased numbers of students interested in competitive athletic experience.

Provision of the following facilities is urgently needed:

1. Completion of the second section of the field area
2. Relocation and expansion of the present outdoor field lights for multiple intercollegiate and intramural sport use
3. Relocation of the maintenance and storage building
4. Preparation of the site for replacement of Alumni Field

5. Enclosure of new baseball field with link-wire fence

6. Service building south of baseball field

7. Development of golf facility

8. 1962-63 Capital Outlay Budget - Consideration of assembly hall, field house, hockey facility

Intramural Sport Participation Chart

Sport	No. of Teams			No. of Participants			No. of Contests	Total No. Participants
	Frat	Dorm	Ind	Frat	Dorm	Ind.		
Basketball	15	14	21	293	166	230	249	689
Volleyball	9	4	14	94	36	123	43	253
Wrestling	--	--	--	--	--	47	42	47
Swimming	9	--	--	153	--	--	1	153
Softball	15	12	13	240	213	210	211	663
Golf	--	--	--	--	---	278	1	278*
Football	15	5	7	298	259	89	109	646
Tennis	--	--	--	---	---	72	97	72
Cross Country	--	--	4	1	46	2	1	49
Totals							754	2572

* Not included in Total

Intercollegiate Sport Participation Chart

Sport	1958	-	1959*	1959	-	1960*	1960	-	1961*
	V Games	F Games	Total Men	V Games	F Games	Total Men	V Games	F Games	Total Men
Baseball	19	10	50	19	10	60	18	10	65
Golf	8	3	23	9	5	22	10	4	25
Lacrosse	9	4	65	10	4	65	10	5	75
Track - Outdoor	7	6	70	7	4	70	6	[illegible]	84
Tennis	10	5	25	10	4	24	11	4	25
Basketball	21	10	50	21	12	50	25	11	50
Gymnastics	7	4	50	6	4	55	6	9	70
Hockey	11	2	40	16	2	45	15	2	53
Swimming	9	5	36	10	5	36	10	5	35
Track - Indoor	7	6	58	7	5	55	7	5	70
Wrestling	9	--	25	10	4	45	10	4	50
Pistol	9	--	10	12	--	10	10	--	10
Rifle	9	--	13	6	--	16	8	--	12
Ski	7	--	12	--	--	--	--	--	--
Football	8	5	88	9	5	95	9	5	100
Soccer	9	5	65	9	5	65	10	5	70
Cross Country	8	7	38	8	7	40	10	8	50
Total	167	72	716	169	76	753	175	78	844

* = Does not include Stockbridge Teams

SUMMARY

1. Personnel Pattern by Departments

Department of Physical Education for Men

Personnel	1959-60	1960-61	1961-62
Professor	1	2	2
Associate Professor	2	2	3
Assistant Professor	3	2	2
Instructor	4	4	4
Instructor (part-time)			3
	10	10	14

Department of Physical Education for Women

Personnel	1959-60	1960-61	1961-62
Head of Dept.	1	1	1
Associate Professor	2	1	1
Assistant Professor	3	4	4
Instructor	3	4	4
Part Time	1	2	1
	10	12	11

Department of Recreation Leadership

Personnel			
Professor		1	1
Associate Professor	1		
Assistant Professor			1
Instructor	1	1	
	2	2	2

Department of Intercollegiate Athletics

Coaching Personnel			
Ass't. Athletic Director	1	1	1
Head Coach	2*	2*	2*
Ass't. Football Coach	2	2	2
Athletic Coach	4**	4**	4**
Ass't. Athletic Coach	3	3	2
	12	12	11

* Matthew Zunic serving as Head Coach, classified as Professor
** William Footrick serving as Athletic Coach, classified as Associate Professor

2. Students or Clientele by Departments

Majors	1959-60	1960-61	1961-62
Physical Education for Men	101	128	160
Physical Education for Women	33	48	58
Recreation Leadership	17	26	37
General Program			
Physical Education for Men	1257	1438	1725
Physical Education for Women	1159	1349	1353
Athletic Participation			
Intercollegiate	716	753	844
Intramural	2280	2417	2572

3. Facilities

   a. Construction of indoor facilities for which plans have been completed and appropriations allocated must be expedited.

   b. Development of final plans for outdoor fields and preparation of site for football and track facility should be expedited so that the construction will be in phase with University plans in present Alumni Field area

4. Personnel

Attempts to accommodate increased responsibilities by unrealistic faculty work loads, supplemented by make-shift, part-time instruction, dilutes the quality of instruction and legislates against enhancement of the total program

Full-time staff increase, consistent with program expansion, is mandatory in order to meet current and future instructional obligations

5. Budget

Reasonable appropriation increase, commensurate with need particularly in accounts 3, 9, 10, 12, 13, 14, 15, will be required to meet instructional and administrative commitments resulting from expanded services.

WPM:B Signed: Warren McGuirk
Warren P. McGuirk
Dean

U.S. ARMY ROTC INSTRUCTOR GROUP
University of Massachusetts
Amherst, [illegible]

15 December 1961

ANNUAL REPORT OF THE DEPARTMENT OF MILITA[illegible]

1. APPROPRIATIONS - by fiscal year (FY)

	FY 60	[illegible]	[illegible]
03 Services, non-employees	[illegible]	[illegible]	[illegible]
04 Food for persons	75.00	[illegible]	[illegible]
10 Travel and automotive expense	50.00	[illegible]	50.00
12 Repairs and alterations	32.00	[illegible]	50.00
13 Special Supplies and expenses	250.00	[illegible]	[illegible]
14 Office and administrative expenses	150.00	[illegible]	[illegible]
15 Equipment	450.00	[illegible]	[illegible]
Totals	[illegible]	[illegible]	[illegible]

2. PERSONNEL - as of September

	[illegible]	[illegible]	[illegible]
Colonel			[illegible]
Lt Colonel	1		[illegible]
Major			[illegible]
Captain	5		[illegible]
Enlisted	8		[illegible]
Jr Clerk Grade 3	1		[illegible]
Totals	17		[illegible]

3. ORGANIZATIONAL CHART - see Inclosure #1.

4. STUDENTS
a. Number of majors - None.
b. Number of students taught - September

	[illegible]	[illegible]	[illegible]
Freshman	490	[illegible]	540
Sophomores	287	75	385
Juniors	45	34	53
Seniors	50	43	50
Totals	[illegible]	[illegible]	[illegible]

5. FACULTY PUBLICATIONS, RESEARCH [illegible] ACTIVITIES.

In October 1960, a new course, MS 97 & 98, Special Problems Course, for Advanced Cadets only, [illegible] credit may be awarded depending upon the course re[illegible] the 1960-61 academic year 10 students enrolled [illegible] nine in MS 98.

6. SPECIAL PROJECTS OR PROGRAMS

a. The Bay State Rifles, the Army ROTC Drill Team, has participated in the Belchertown [illegible] Parade; [illegible] Spring-field; Governor Volpe's [illegible]; and the Veteran's Day Parade, Springfield. The team is scheduled for [illegible] and off campus appearances.

b. The joint Army-Air Force Band consists of 59 members and furnishes music for both Army ROTC and Air Force ROTC [illegible]. Band members participate in the University Band.

c. The Army ROTC Rifle Team is active and participates in postal matches.

d. The University Varsity Pistol Team and the University Varsity Rifle Team are both supervised by personnel of the Military Department and use the Dickinson Hall rifle range. During the week this five firing point range is in continuous use. [illegible] range facilities will be necessary as the University grows, and a [illegible] 10 firing points can be visualized.

e. The Military Ball is a cadet managed social function open to the public and other University students. It is sponsored by the Army and Air Force ROTC Departments alternately each year. Proceeds from the ball are utilized in support of cadet activities and as a cost defraying fund retained by RSO for next year's ball.

7. FUTURE PLANS AND NEEDS

a. A covered drill hall is needed for inclement weather drill instruction of the Corps of Cadets and of the drill teams. It could also be used for classes, dances, limited athletic activities, and other [illegible] and extra-curricular activities.

b. An increase in fund allocation will be necessary to support University student off-campus functions of the Bay State Rifles, the Army ROTC Rifle Team, the University Varsity Pistol Team, and the University Varsity Rifle Team. All the activities mentioned [illegible] which bring recognition to the University. The [illegible] of these activities give the University publicity, [illegible] are absent from the campus as a group. Funds necessary to support the Bay State Rifles for transportation and meals for one year [illegible].

c. It is advised that funds be appropriated for the other half of Dickinson Hall at the earliest practicable date. The present facility is already filled to capacity, and will not accommodate the numbers anticipated in the present expansion program. The capital outlay program schedules [illegible] in 1968 [illegible] Federal matching funds were to be available at the time of erection of the present ROTC building, but that they were [illegible] state funds were used to erect the present half [illegible]. This matter should be clarified and the matching funds [illegible] possible by Fiscal Year 1964 [illegible] of state funds to complete the building by FY 1964. No [illegible] can be found presently in this office of any matching Federal [illegible] appropriate documents [illegible] of Army ROTC at the University of Massachusetts, [illegible]

provide classrooms, offices, and other facilities necessary to support the program. This fact indicates that Federal assistance funds will be difficult to obtain.

d. The master construction plan calls for removal of the "stables" (ROTC Supply Room and Tank Garage). This cannot be done until proper supply and storage facilities are available for ROTC uniforms and equipment. Also, when the stables are removed, an enclosed vehicle garage and park for the tanks and a building to house grease, oil, tools and equipment will be necessary.

e. An additional civilian secretary [illegible] will be necessary. At the time of employment of the present secretary, the ROTC enrollment was 500 students. The enrollment has now doubled and the work load is at maximum capacity. Any further increase will exceed the capabilities of one person.

f. Flight Training.

Purpose: To train and qualify selected senior IV Army ROTC cadets in the basic principles of flying a [illegible] aircraft in the 65-200 horsepower range. Upon satisfactory completion of this program the cadet will receive an FAA Private Pilot's License, and upon graduation and commissioning receive further US Army flight training toward becoming an Army aviator.

Scope: This course consists of [illegible] hours ground instruction and 36½ hours of actual flying. This training will be conducted in the 2d semester of the school year.

Implementation: This program is implemented by means of a negotiated contract between the University and the Department of the Army. The University, through a civilian flying school, carries out the prescribed program. The PMS has the responsibility of administering the program in conjunction with the FAA.

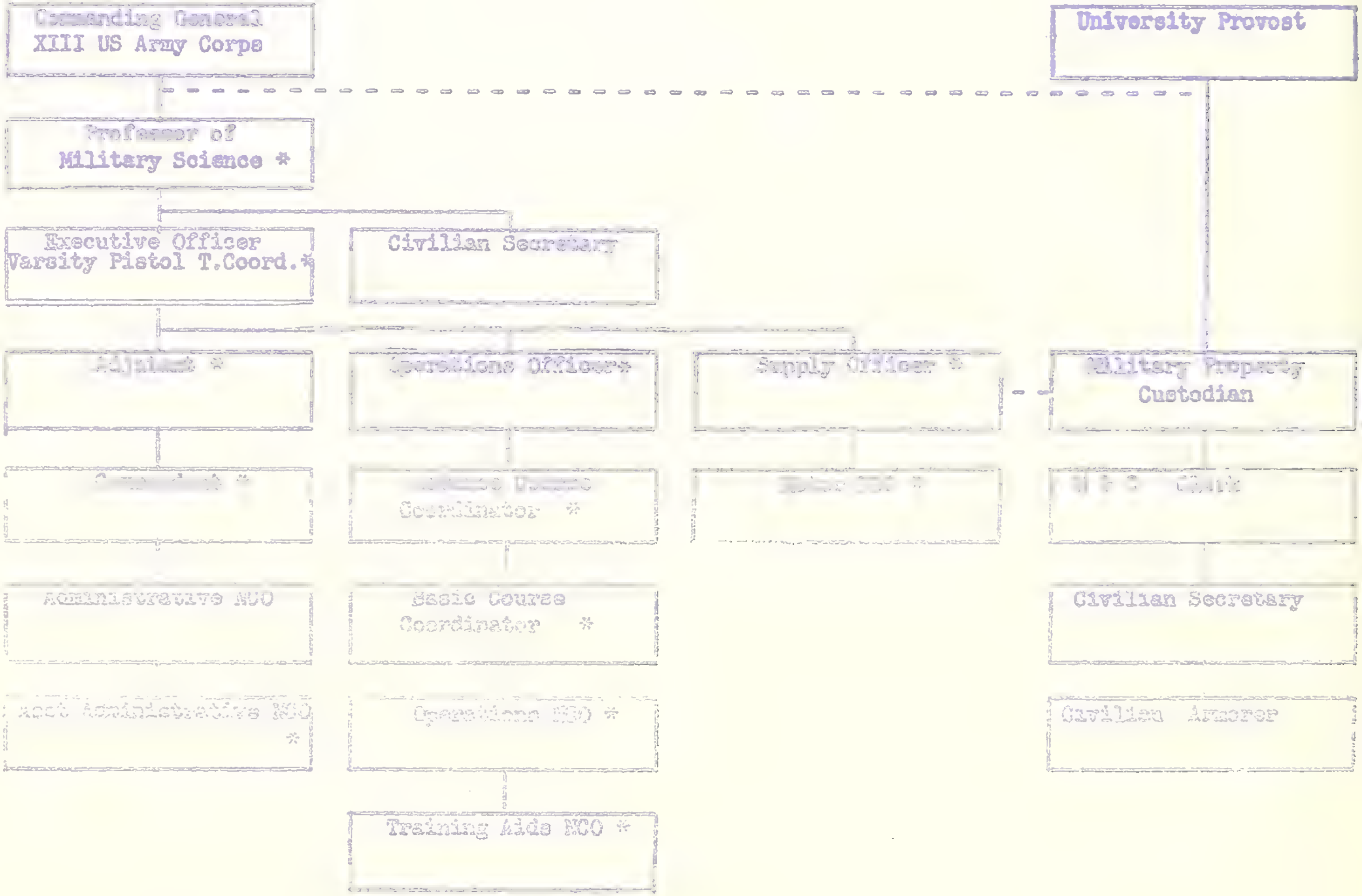
Procedure for Implementation:

(1) Tentative University agreement (current negotiations).

(2) Request by PMS for quota [illegible] submitted to [illegible] Department of the Army prior to 1 Jan 1962.

(3) Upon receipt of D.A. authorization, the contract negotiations must be completed prior to 31 Aug 1962.

(4) Training to commence 2d semester school year 1962-63.


Commanding General
XIII US Army Corps
University Provost
Professor of
Military Science *
Executive Officer
Varsity Pistol T.Coord.*
Civilian Secretary
Adjutant *
Operations Officer*
Supply Officer *
Military Property
Custodian
Advanced Course
Coordinator *
Supply NCO *
Clerk
Administrative NCO
Basic Course
Coordinator *
Civilian Secretary
Asst Administrative NCO
*
Operations NCO *
Civilian Armorer
Training Aids NCO *

NOTE: All personnel marked * are also full-time instructors.

UNIVERSITY OF MASSACHUSETTS

OFFICE OF THE DEAN OF STUDENTS

ANNUAL REPORT
December 18, 1961

1. APPROPRIATION

Account		Fiscal Year 1961-62
03	Services Non-employees	$1,889.00
10	Travel	850.00
11	Printing	100.00
12	Repairs, Alterations, etc.	60.00
13	Special Supplies	600.00
14	Office and Administrative Expense	1,000.00
15	Equipment	2,000.00

2. PERSONNEL

Position	Rank	Number Sept. 1961
Dean of Students	Grade 25	1
Head Clerk	Grade 11	1
Senior Clerk-Steno	Grade 7	1

3. ORGANIZATIONAL CHART

See attached chart for Student Personnel Services

4. STUDENTS

	Men	Women	Total Sept. 1961
Undergraduates	3,549	2,135	5,684
Undergraduate Specials	29	69	98
Graduate	670	175	845
Stockbridge	381	13	394
	4,629	[illegible]	7,021

5. PROFESSIONAL ACTIVITIES

Membership and participation in NAGA, APA, EPA

6. SPECIAL PROJECTS

Although this report covers only a brief period since the establishment of the Office of the Dean of Students, mush of the basic operating procedures and policies have been established.

Without exception, the staffs of the agencies responsible to the Dean of Students have been most helpful and cooperative in the reorganization of these services. There has been a direct and positive willingness to reexamine any and all procedures with a view to modifying or changing them in the light of its new organization.

The following offices were relocated in temporary quarters in [illegible] Hall

Counseling and Guidance
Dean of Men
Dean of Students
Dean of Women
Placement and Financial Aid Services

This reorganization has been accompanied by the more direct and effective administrative relationships between these offices and those of the Coordinator of Student Activities, Registrar, and Director of University Health Services.

7. FUTURE PLANS AND NEEDS

Three basic areas of unified student personnel services in the years immediately ahead will demand concentrated attention and support: the transition period from high school and community colleges, the residence hall program, and faculty advisory relationships.

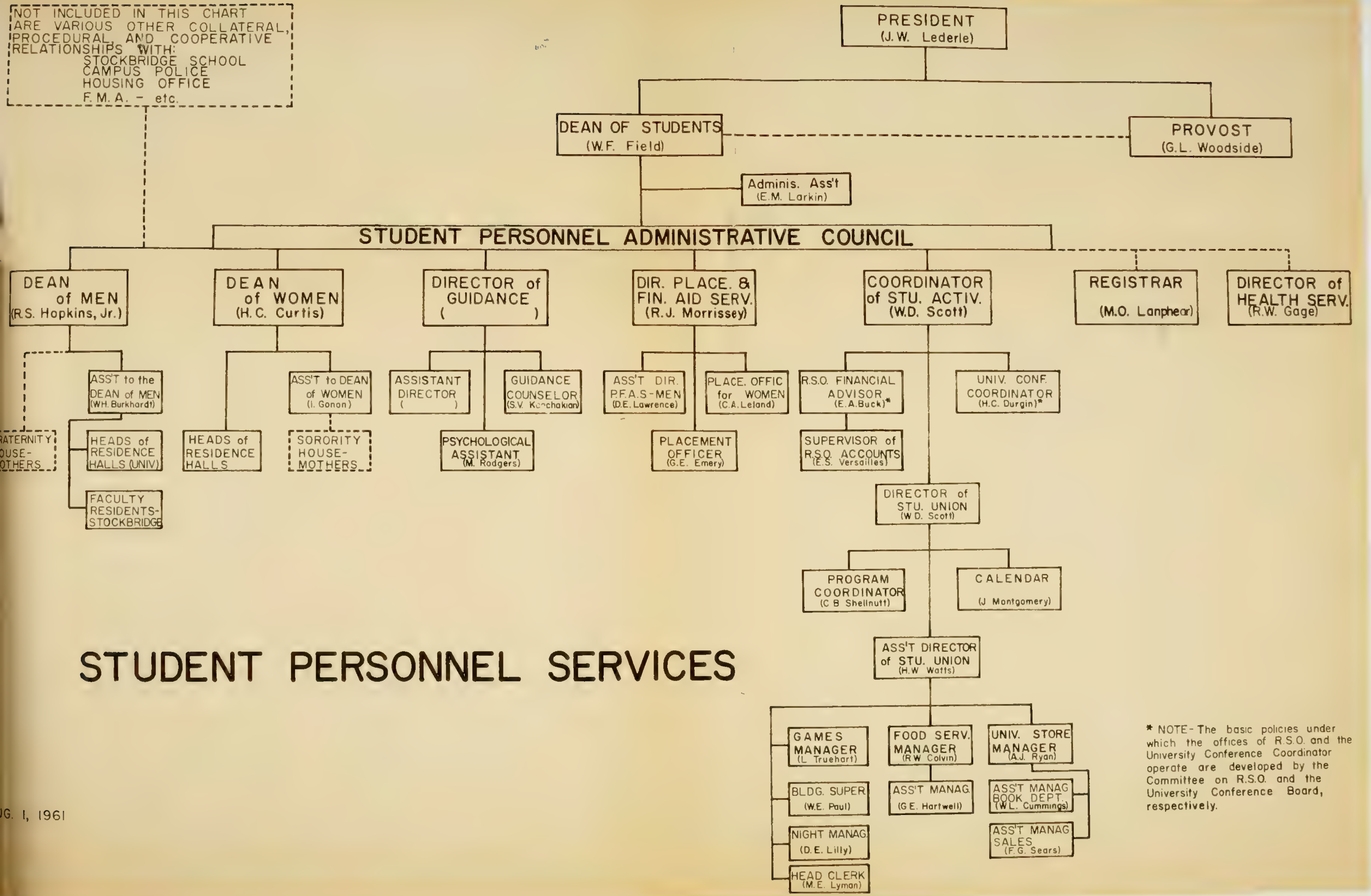
Serious consideration will be given to the development of a plan for personnel services to match the growth of the University.

As separate residence hall groups are completed, it will be desirable to develop offices for some student personnel services in these groups, to permit easy student contact and to maintain effective relationships with students in various living areas.

Respectfully submitted,

William F. Field

William F. Field
Dean of Students


NOT INCLUDED IN THIS CHART ARE VARIOUS OTHER COLLATERAL, PROCEDURAL, AND COOPERATIVE RELATIONSHIPS WITH:
STOCKBRIDGE SCHOOL
CAMPUS POLICE
HOUSING OFFICE
F. M. A. – etc.
PRESIDENT (J. W. Lederle)
DEAN OF STUDENTS (W.F. Field)
PROVOST (G.L. Woodside)
Adminis. Ass't (E.M. Larkin)
STUDENT PERSONNEL ADMINISTRATIVE COUNCIL
DEAN of MEN (R.S. Hopkins, Jr.)
DEAN of WOMEN (H. C. Curtis)
DIRECTOR of GUIDANCE ( )
DIR. PLACE. & FIN. AID SERV. (R.J. Morrissey)
COORDINATOR of STU. ACTIV. (W.D. Scott)
REGISTRAR (M.O. Lanphear)
DIRECTOR of HEALTH SERV. (R.W. Gage)
ASS'T to the DEAN of MEN (WH. Burkhardt)
ATERNITY OUSE-OTHERS
HEADS of RESIDENCE HALLS (UNIV)
FACULTY RESIDENTS-STOCKBRIDGE
HEADS of RESIDENCE HALLS
ASS'T to DEAN of WOMEN (I. Gonon)
SORORITY HOUSE-MOTHERS
ASSISTANT DIRECTOR ( )
GUIDANCE COUNSELOR (S.V. Koochakian)
PSYCHOLOGICAL ASSISTANT (M. Rodgers)
ASS'T DIR. P.F.A.S-MEN (D.E. Lawrence)
PLACE. OFFIC for WOMEN (C.A. Leland)
PLACEMENT OFFICER (G.E. Emery)
R.S.O. FINANCIAL ADVISOR (E.A. Buck)*
SUPERVISOR of R.S.O. ACCOUNTS (E.S. Versailles)
UNIV. CONF. COORDINATOR (H.C. Durgin)*
DIRECTOR of STU. UNION (W D. Scott)
PROGRAM COORDINATOR (C B Shellnutt)
CALENDAR (J Montgomery)
ASS'T DIRECTOR of STU. UNION (H.W Watts)
GAMES MANAGER (L Trueheart)
BLDG. SUPER (W.E. Paul)
NIGHT MANAG. (D.E. Lilly)
HEAD CLERK (M.E. Lyman)
FOOD SERV. MANAGER (R.W Colvin)
ASS'T MANAG. (G.E. Hartwell)
UNIV. STORE MANAGER (A.J. Ryan)
ASS'T MANAG. BOOK DEPT. (W.L. Cummings)
ASS'T MANAG. SALES (F.G. Sears)

STUDENT PERSONNEL SERVICES

* NOTE - The basic policies under which the offices of R.S.O. and the University Conference Coordinator operate are developed by the Committee on R.S.O. and the University Conference Board, respectively.

G. 1, 1961

UNIVERSITY OF MASSACHUSETTS
OFFICE OF THE DEAN OF MEN

ANNUAL REPORT

December 1, 1960 - November 30, 1961

December 11, 1961

1. Appropriations - fiscal year 1961-62

As the Dean of Men's Office functions under an allotment made from the appropriations to Student Personnel, only such allotments pertaining to the Dean of Men's Office are listed as follows:

ALLOTMENTS FOR DEAN OF MEN'S OFFICE
1961 - 1962

Account

03 - $17,708.00 — $17,208.00 (Dormitory counselors and faculty residents plus counselors for the summer school period).

500.00 (Dean of Men's Office).

$17,708.00

10 - $ 300.00

11 - nothing

12 - 82.00

13 - 200.00

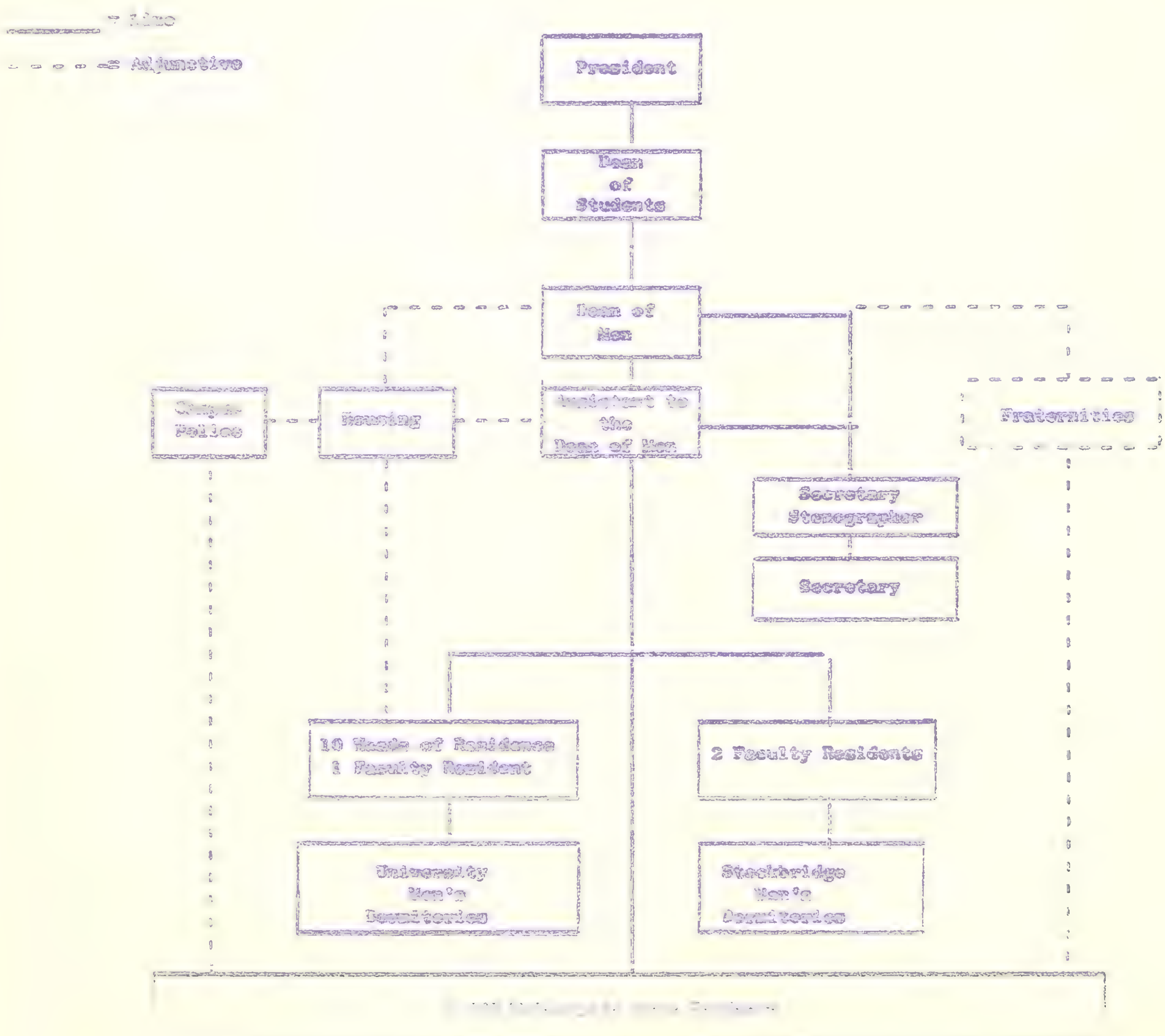
14 - 1,000.00

15 - new materials in new office but cannot give at this time

2. Personnel - number in each rank (Sept. 1956, Sept. 1960, Sept. 1961).

September 1956	September 1960	September 1961
1 Professor A	1 Dean of Men	1 Dean of Men
1 Instructor A	1 Staff Assistant	1 Staff Assistant
7 Heads of Residence	10 Heads of Residence	10 Heads of Residence
1 Head Clerk	1 Head Clerk	
1 Junior Clerk and Stenographer	1 Junior Clerk and Stenographer	1 Junior Clerk and Stenographer
1 Junior Clerk	1 Junior Clerk	1 Junior Clerk

3. Organizational Chart



= Line
= Adjunctive
President
Dean of Students
Dean of Men
Campus Police
Housing
Assistant to the Dean of Men
Fraternities
Secretary Stenographer
Secretary
10 Heads of Residence
1 Faculty Resident
2 Faculty Residents
University Men's Dormitories
Stockbridge Men's Dormitories

4. Students or Clientele

As of September 1961 there were 3540 men out of a total undergraduate body of 5683. This is a rise of 292 men over September 1960 and a rise of 425 men over September 1959. This office also continues to render certain services to the 381 men of Stockbridge School and the 870 men enrolled in the Graduate School.

The growth of the University of Massachusetts continues as reflected in the number of men per class in the Undergraduate School as of September 1960.

1962	1963	1964	1965
662	824	874	1,220

As one can see from the above there has been an extremely rapid growth in the number of male students attending the University of Massachusetts. This rapid growth has brought about a need for additional personnel in the Dean of Men's Office and is the reason for the recommendation requesting additional personnel in section seven of this report.

5. Professional Activities

Dean Hopkins

Faculty Advisor, Phi Eta Sigma, National Freshman Academic Honor Society

National Executive Board, Phi Eta Sigma

New England Regional Deans Meetings, University of Massachusetts June 1961

Assistant to the Dean of Men, William H. Burkhardt

Association of College and University Housing Officers, Columbia University, July 30 - August 3, 1961

6. Special Projects or Programs

A. Student Leader's Meeting

Regularly, an hour's meeting per week with male student leaders has produced a feeling of mutual respect and understanding. Informal and off-the-record discussions of everything from academics to women are encouraged. This

is another positive piece of student personnel work.

B. Confidential Student Personnel File

During the past year a Confidential Student Personnel File was developed to facilitate the positive counseling of students. The file is a manila folder, printed on the inside. On the left facing page the students write vital statistics and on the right facing page is kept a cumulative record of interviews and contributions that the student makes to student life at the University. The student fills out the folder during the Summer Counseling Program making it possible to have completed folders for all freshman students in September.

C. Counseling Program

Both the Dean and his Assistant regularly see great numbers of students during each working day. Some of the conferences may be short as a few minutes (to borrow money, to get recommendations for a job, scholarships etc.) While some last the normal 50 minutes. Each uses the Confidential Student Personnel File as a record of interviews with freshmen and keeps a record of the major cases of upperclassmen. The Dean and his Assistant very often consult on the more difficult cases. Emergency cases often cause near saturation of their facilities. By far, counseling occupies the major portion of our time and while it is neither as flashy nor showy as the disciplinary cases, it all adds up to a most positive contribution to the total welfare of the clientele.

D. Summer Counseling Program

During the summer of 1961 this office assisted the Guidance Office in the annual summer program of testing and faculty counseling which is required of all freshmen before they enter the University. It was the responsibility of this office to house and carry on a program of orientation for the more than one thousand two hundred entering male freshmen.

In addition to the Head of Residence in Hills House where the students were

quartered, five student counselors were appointed to live in and supervise the sections of the dormitory where the freshmen were housed. They also participated in formal and informal periods of orientation. The success of this year's program, from the standpoint of this office, was in a large measure due to the efforts of the Head of Residence and these counselors.

During each testing period the Dean of Men or his Assistant gave orientation lectures to the students attending and also to many of their parents during the Parents Program which was held on the third day of each period. As a result of this program, marked progress has been made in establishing understanding and cooperation between this office and the parents of the students whom we serve.

E. I.D. Card Program

This year marked the third time that finished I.D. cards were given out at fall registration. This was accomplished by taking the freshmen pictures--in color -- during the Summer Counseling Program and by having upperclassmen fill out their I.D. cards during spring pre-registration. Duplicates of the freshman picture are made at the time of its original printing making it necessary to take student's photographs once while at the University.

Additional prints are made available to departments needing them.

F. The Dormitory Program

In September 1961 Adams House was returned to the women thus reducing the total normal capacity of the University Men's Dormitories from 2,381 to 2,190. Because of the increase in enrollment it became a necessity to house an additional 511 men raising the total men housed to 2,701. This was done by putting 277 additional men in double rooms making them tripled rooms. By putting 234 additional men in single rooms making them double rooms.

As was stated in the Annual Report of 1959-1960 and 1960-61, the psychological and operational aspects of this dormitory overcrowding have not

made for a climate which we feel is proper in our dormitory program. When 577 m are tripled and 234 men are doubled it effects 1,209 men thus spreading the prob of this trying situation. Again this year the Housing Office, Janitorial Staff Heads of Residence and Counselors have done an excellent job in working with this problem.

It is the recommendation of this office that positive steps be taken to eliminate this problem in the future.

7. Future Plans and Needs

The University is growing physically and in numbers of students and employ This is a basic fact and needs no elaboration.

Very briefly, for the justification essay more properly belongs in the budget requests soon to be made. The crying need in Student Personnel is for additional personnel.

Additional personnel are vitally needed in the office of the Dean of Men to this extent:

1) an Associate Dean of Men

2) an Assistant Dean of Men

3) a Senior Clerk-stenographer

4) a Junior Clerk-typist

These people will assist the present staff by performing many of the functi which we simply are not now doing because we cannot. For example, if we were able to do some extensive counseling after mid-semester grades are reported, I would guess we could save a substantial number of freshmen. Perhaps some upper classmen could be saved as well.

A Campus Safety Program should be instituted and advised by a small but interested, concerned, and hard-working Safety Board. We have had no serious accide on campus recently but it seems only wise to exercise preventive measures now rather than afterwards.

G. For Future Plans and Needs

It is the recommendation of this office that a preventative maintenance schedule be set up for all the dormitories and be strictly adhered to. Many of our dormitories have not been painted for years and the condition of furniture and beds in the older dormitories is deplorable. Some of the common areas in the dormitories only have two or three chairs left and many chairs and sofas which have only one leg broken are in storage and could be repaired if money were forthcoming to fix them.

The outside wooden trim of many of the dormitories have not been painted for years and is rotting and cracking. If paint could be applied to these areas regularly it would protect them and cut down future maintenance cost.

Again it is the firm recommendation of this office that a general estimate of the maintenance for all dormitories be made and that a preventative measures schedule be set up and ridgly adhered to so that the valuable investment which has been in these dormitories may be protected.

H. The Move to Machmer Hall

The consolidation of all Student Personnel Services in Machmer Hall precipitated the move of the Dean of Men's Office from South College to Machmer Hall. This move has been a great help to all in Student Personnel Services because they are now in close proximity to each other. It has established better co-ordination and cases or referrals are more easily handled.

This move has also made it possible for the Dean of Men's Office to concentrate on men's affairs predominantly thus allowing this office to get away from some of the peripheral areas which it has handled over the past years. The move has made for the more effective utilization of time and personnel in the areas of which this office is primarily responsible.

I. University Fire Marshall

The appointment of Mr. Edward [illegible] as University Fire Marshall has helped to

work of this office in two major areas. In cooperation with Dean Hopkins the Fire Marshall has recommended preventative measures for the fraternities which are above the minimum State measures. Outstanding cooperation on the part of the fraternities has resulted in the implementation of new preventative fire measures in the fraternities.

In coordination with Mr. Burkhardt and the Heads of Residence in the beginning of the year Mr. [illegible] conducted fire drills in each of the men's dormitories. Counselors were given report slips to make out on the drills so that each drill could be evaluated. As a result each dormitory has had a successful drill.

Robert S. Hopkins, Jr.
Robert S. Hopkins, Jr.
Dean of Men

RSH:bl

From: Helen Curtis, Dean of Women   Date: December 15, 1961
To: John W. Lederle, President (Att: Secretary of the University)
Subject: ANNUAL REPORT OF THE DEAN OF WOMEN

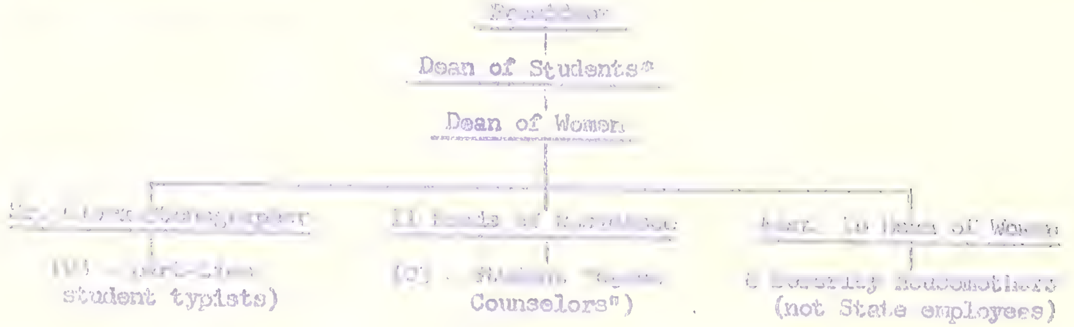
1. Appropriation

		1959-60	1960-61	1961-62
07 (Dormitory Counselors, etc.)		[illegible]	[illegible]	[illegible]
10, 12, 13, 14, 15		630	920	1,338
	Total	$12,149	$13,748	$25,421

2. Personnel

	Sept. 1959	Sept. 1960	Sept. 1961
Dean of Women {Have held tenure as "Prof.-A"	1		
{Salary grade (20) under review		1	1
Asst. to Dean of Women	1 [illegible]	[illegible]	[illegible]
Head of Residence	Sept. {7-grade 09 2-grade 07 Oct.-9-grade 09	10 - grade 09	11 - grade 09
Clerk and Stenographer	1 - grade 03	1 - grade 05	1 - grade 05

3. Organizational Chart



President

Dean of Students*

Dean of Women

[illegible] Clerk Stenographer
([illegible] - part-time student typists)

11 Heads of Residence
([illegible] - [illegible] Counselors")

Asst. to Dean of Women
[illegible] Housemothers (not State employees)

See appended lists {Women Students' Residences
Women Student Leaders
Description of Head of Residence position

4. [illegible]

[illegible] women students, particularly undergraduates, are my primary responsibility, [illegible]

	Sept. '59	Sept. '60	Sept. '61
Undergraduates	1,765	2,000	2,134
Special	67	51	67
Stockbridge	13	9	13
Graduate	208	168	175
[illegible]	2,053	2,228	[illegible]

*Provost, prior to July 1961

4. Student Clientele (Continued)

87.5% of undergraduate women live in dormitories
5.5% of undergraduate women live in sorority houses
7% of undergraduate women commute

5. Professional Activities

I serve on the Advisory Committee of Deans for the Massachusetts Society for the University Education of Women and on the Board of Incorporators of the [illegible] Smith Fund, both being organizations which give financial aid to students. I am a (rather inactive) member of the Advisory Council for the Women's Division of Massachusetts Department of Commerce, and I am also liaison representative for the University of Massachusetts, which is a corporate member of the American Association of University Women.

I am a member of the National Membership Committee of the National Association of Women Deans and Counselors and participated in the Denver convention, where in addition to approximately 900 deans and counselors there were about 100 national Panhellenic and sorority "observers" present. While there I followed [illegible] a particular interest [illegible] I have in trying to liberalize sorority policies. University of Massachusetts' local Phi Delta Nu had decided to hold a convention in [illegible] to found a new national sorority based on selection of members on individual worth, regardless of race, creed or national origin. I took the opportunity to describe this purpose to many deans through personal conversations, breakfast meetings, and at a national Panhellenic-Deans' meeting. Response ranged from apprehension and resistance to enthusiastic agreement that such a movement is greatly needed. Many college and university administrators are discontent with the sorority system, but are waiting for it to change itself, which it is certainly not likely to do.

My most active professional work off campus has been on the State Executive Board of the Massachusetts Association of Women Deans and Counselors, an organization which works closely with high school principals and college admissions officers. In the course of conducting a drive for extension of membership during the past year I had correspondence with principals of Massachusetts public and private secondary schools, many of whom commended the work of the deans' and counselors' Association. The greatest value of this work to me is wide acquaintance with secondary guidance counselors, which helps in University of Massachusetts relations and in understanding problems of transition from school to college.

6. Special Projects or Programs

The past year has been a critical one for Student Personnel Administration at the University of Massachusetts. At a time when we have been faced with increasing student needs we have been beset with problems and without leadership. Good will and competence of our limited student personnel staff pulled us through a difficult period. Dr. William Field, Dean of Students since July, is making strides forward toward coordinating student personnel services and cooperatively defining policies, and I am sure he will help greatly in future developments.

It is the responsibility of the Dean of Women to look after the welfare of women students and to assist the extension of their educational opportunities. To implement the trustees' objective of high enrollment for September 1961 I gave much time to a study of ways to use existing housing for maximum occupancy. Admissions went forward after approval was given for women's re-occupancy of Adams House (which had been leased to men), and for

recommendations I and my staff made after a survey of each dormitory to change as many rooms as possible from two to three occupants. Some repair for bathrooms and public facilities was completed and additional furnishings were secured for triple rooms. Maintenance work (plumbing, etc.) was not done, however, so that some hardship has resulted. Plans were detailed to use the old Infirmary as a temporary residence for 38 women, but had to be abandoned when the opening of the new Infirmary was delayed. To meet the University's commitment to house members of Alpha Chi Omega, with their self-employed housemother, work was rushed to open the Montague House for this group.

The housing of undergraduate students is a University responsibility, and also a great opportunity, because of the personal and educational values which can be fostered. It also provides effective two-way communications for the University and its students. The administration of good housing requires coordinated planning for equipment and furnishings, maintenance and management, as well as all of the personnel aspects of room assignments, house activities, student government, and counseling. Much time is always given by me and my staff to these large tasks, which involve multiple details.

Currently I am chairing a SPAC sub-committee which is developing recommendations for student housing and dining facilities. Planning for all such buildings should be done in consultation with student personnel staff who supervise the use of such facilities, and it is hoped that discussions of these recommendations with the architects will be fruitful. The initial session with Mr. Stubbins and representatives of the University of Massachusetts Building Authority was an encouraging beginning. I was one of three University of Massachusetts delegates (also W. Burkhardt, Asst. Dean of Men, and H. Randolph, Housing Supervisor) to attend the National Convention of College and University Housing Officers in July at Columbia University, a very practical and useful session. Representatives of Dean of Men's and Dean of Women's staff should continue to participate in this Association to gain the benefit of experiences and resources of other institutions.

With nearly 90% of undergraduate women students living in 14 campus dormitories, the Dean of Women's work with the 13 Heads of Residence and 20 student house counselors is significant and vital. Care in their selection and time and effort invested in their training and supervision are essential. My principal methods include pre-college (Sept.) Staff and House Counselor Workshops, regular staff meetings (weekly or biweekly), frequent individual appointments, and a system of an experienced Head of Residence being an "adviser" to each new Head of Residence, there being three new Heads this year. Each Head of Residence also works in the office of the Dean of Women a few hours each week to keep in touch with University information, use resources of the office, work on her own personnel records, etc. Heads of Residence, in turn, work closely with their counselors in each dormitory.

The University of Massachusetts is most fortunate in the high calibre of the women in these positions and the dedication which they give to their work with students. An important aspect of the Head of Residence's relationship to students is that we place a great deal of responsibility on students themselves for the making of residence regulations (Women's Affairs Committee of the Senate), for the running of all dormitory activities, and carrying out of rules and standards (House Government and Women's Judiciary Board). This results in extensive experiences in self-government by students and the freeing of the Head of Residence for cordial counseling relationships. They also stimulate and advise students to hold various coffee hours, faculty-student discussions, programs and social activities in the dormitories for social training and educational enrichment. Many faculty members have participated in these discussions or social occasions and have appreciated and valued these supplements to their formal classroom contacts with students.

Although only about 6% of undergraduate women live in sorority houses, about 10% have meals there and about 29% participate as members or pledges in their activities. The supervision of housing and counseling of sorority and Panhellenic activities requires a great amount of University attention if high standards are to be maintained. These matters have been the major responsibility of my assistant, Mrs. Isabelle Conon, who has handled them very well. She also has been of great assistance in sharing other work of the Dean of Women described in her attached report.

During the summer, on rotating schedules, half of the Heads of Residence assisted at Leach House, where freshmen were housed for Pre-College Counseling sessions, and half at Pulgle House for summer session students. Because of many irregular student requirements and the needs of foreign students, we now keep at least one dormitory open at all times except Christmas vacation.

I again gave summer priority to the Freshman Pre-College Testing and Counseling sessions, meeting the freshman women for talks and a question period on one evening, and their parents on Saturday afternoon. The Head of Residence also participated. Student House Counselors did an excellent job of conducting the dormitory and assisting the freshmen in many ways, especially with answers to their many questions. Men and women counselors, Dean Miss Tatman and I devised, directed a "Co-Rec" night at the Women's Physical Education building to help all freshmen become acquainted and enjoy an evening of recreation after their long tests and advisory sessions. The whole summer orientation has proved its worth to more than justify the investment of time and effort it requires.

Frustrating aspects of the summer were caused by the presence in the women's dormitory area of noisy and disruptive convention groups and the Music School. Serious summer students were nearly driven to distraction by uncontrollable neighbors. In addition to the noisy interference with the University's academic life, the physical plant suffered from their abuse. Lewis House, especially, bears the scars in woodwork, walls and furnishings. After we work so hard to stretch maintenance funds for suitable and attractive residence halls and train our University women students to care for their rooms and take pride in their dormitories it is extremely disheartening that the University tolerates such abuse from any outside group. Although not living in the women's area, the professional football "Patriots" were frequently there looking for dates and added to summer school problems, particularly since there were very young girls ("accelerated freshmen") in the summer school.

7. Future Plans and Needs

University committees usually take their assignments conscientiously and after thoughtful investigation of problems make recommendations. I believe these recommendations should be adopted as promptly as possible, or weighed and alternate solutions put into effect. Such recommendations include the new policy for scheduling and handling conferences (which should be kept under review), the request of the Health Council for a University Sanitarian, and for an effective pest prevention and control program.

The University needs a campaign to restore and maintain the beauty of this campus. The present abuse is a disgrace to this institution and has a corroding effect on citizenship. It will cost money for walks and planting. It will cost effort for an effective drive to get the cooperation of faculty and students to "walk on walks". But nothing could be done for the same expenditure of money and effort which could be so rewarding in increased pride in this university.

Around the women's dormitory area the most urgent needs are (1) the long-promised driveway to Mary Lyon House; (2) Eastman Lane should be paved and a curbed section provided for perpendicular parking on the south side from Hamlin to Johnson House; and (3) improved parking and traffic east of Johnson-Thatcher.

It is encouraging to learn that progress is being made on the Master Plan with new approaches to site planning and architectural design.

Before room rents are raised present dormitories must be completely repaired, gross mistakes corrected, and worn furnishings in student rooms and public rooms refinished or replaced. This is an extremely large project and will require extensive investigation and action.

A specific recommendation which is opportune now is that a position be established for a skillful seamstress (like Mrs. Jennie Taylor of Women's Physical Education) to work full time for maintenance of dormitory furnishings. She could travel to all houses (men's and women's), mending, altering, repairing, or sewing curtains and making minor repairs in upholstery. There would easily be enough work to make a full time job. A skilled person like Mrs. Taylor could also make new curtains for recreation rooms at much less cost than by outside contracts. Before college opening in September a Home Economics student was employed for a few days in this capacity and demonstrated the value of such service.

It is essential that another person be added to the Dean of Women's office and trained to handle women's room assignments and adjustments as withdrawals and changing situations develop. This requires intensive work prior to each academic term and during several weeks in Spring for general "room choosing". Assistance is needed with much related work throughout the year. This person is needed to begin work July, 1962. I hope to get a young person with an M.A. in student personnel administration, and preferably with experience in college or university housing, who could "grow" with our developing program. (See University of Massachusetts Budget for 1962-63, Grade 14, Administrative Assistant to Dean of Women.)

A critical area affecting women was the vacancy in the position of Assistant Director of Placement--with responsibility for women. It is a great gain to have this position filled with a highly qualified person, Miss Carole Leland. I would again urge an assistant for her to augment services to women students in vocational guidance, part-time work, and summer placement.

As we approach our Centennial it is appropriate to scrutinize and evaluate what we are doing and set goals for the education of women at the University of Massachusetts in the future. Adequate housing and other provisions must be made so that a concerted plan to admit many more women students can be started. This will involve new publications of opportunities for women at the University of Massachusetts and progress to attract talented applicants. More women who have made outstanding achievements in academic, civic or political life, or in the arts, should be brought to the campus as speakers or distinguished visitors to help inspire women students regarding the values of education for the whole span of their lives.

The Women's Affairs Committee of the Student Senate, members of Alpha Lambda Delta (scholastic honor society), Mortar Board and others are interested, and I believe a plan will soon begin to take shape for an event during the Centennial which will point in this direction.

Respectfully submitted

Helen Curtis

Helen Curtis, Dean of Women

MEMORANDUM

From: Isabelle Gonon, Assistant to the Dean of Women   Date: December 13, 1961
To: Helen Curtis, Dean of Women
Subject: ANNUAL REPORT

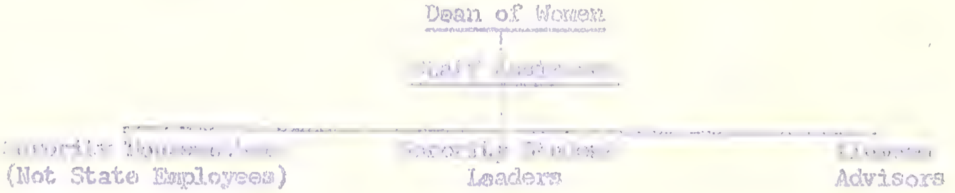
1. Appropriation

(Not applicable.)

2. Personnel

	Sept. 1959	Sept. 1960	Sept. 1961
[illegible]			

3. Organizational Chart


Dean of Women
Staff Assistant
Sorority Housemothers
(Not State Employees)
Sorority Student Leaders
Alumnae Advisors

4. Students or Clientele

Sept. 1959		Sept. 1960		Sept. 1961	
Undergraduate women	[illegible]	Undergraduate women	[illegible]	Undergraduate women	[illegible]
Sorority members second semester	[illegible]	Sorority members second semester	[illegible]	Sorority members 2nd semester (est.)	[illegible]

a. Panhellenic Council Members

Conferences with officers and chairmen of committees.
Assistance in planning Panhellenic functions and Workshop.
[illegible]
Attendance at meetings and functions.

b. Sorority Officers

Individual conferences with Sorority presidents
Scholarship chairmen
Social Chairmen
House Managers
Pledge Trainers.
Discussion of matters pertinent to their offices.
[illegible]
[illegible]
[illegible]

c. Alumnae Advisors

Frequent conferences with individual sorority advisors and/or meetings to discuss matters of concern to them or to the University for problem solving.

d. Cooperation with other University Offices on Sorority Matters

With Campus Safety Engineer for interpretation and follow-up of fire and safety regulations.
With Health Service and Campus Sanitation for interpretation and follow-up of health and sanitation requirements.
With Treasurer's office for billing of sorority women.
With I.B.M. for membership listing.

e. Sorority Housemothers

Frequent meetings and conferences to discuss University and chapter expectations in relation to their roles as [illegible] counselors contributing to the effectiveness of sorority officers and harmony of sorority living.

f. Counseling Individual Students

Assisting Dean Curtis in helping with adjustment of individual students, with referrals to other campus resources, where indicated.

g. Housing

Assisting Dean Curtis in planning dormitory furnishings of public rooms, decorating the new or re-decorating the old ones.
Making room assignments in dormitories and sororities.

h. Summer Session

[illegible] assignments and work with Heads of Residence; assisting Dean Curtis with [illegible] counseling for freshmen.

i. Service on Several University Committees

j. [illegible]

[illegible]

Scholarship Committee of Amherst Women's Club
Membership, National Association Women Deans and Counselors
[illegible] Association Women Deans and Counselors
American Association of University Women

Special Projects or Programs

Sorority opinion poll

I sponsored research in Psychology in determining the image that sorority women had created of themselves in the minds of freshman women. To that end I helped to formulate a questionnaire and to analyze the results of the [illegible] responses—[illegible] of the freshman women. Some of the reasons for the relatively low percentage of pledges [illegible] became evident, and led to an evaluation of sorority rushing techniques and practices. The attitudes of independent women, as well as the [illegible] of the

[illegible] ming, and training of pledges to foster excellence.

[illegible]

[illegible] groups for evaluation of their social events.

[illegible] campus in relation to student needs.

[illegible] Knowlton House was a special item of business last summer.

[illegible]

It is to the credit of these women that they put up for some time with confusion and with makeshift arrangements pending completion of the plumbing installations. [illegible] is to be completed as a bath adjoining the housemother's room.

I was a member of the subcommittee of W.S.G. which recommended the passage of the 2-pt. eligibility requirement for officers of major student organizations, subsequently passed by W.S.G. and the Student Senate. It is gratifying to have had a part in the formulation of this policy.

Gratifying, too, was the part I could play as chairman of a general policy subcommittee of the Conference Board in clarifying policy procedures for conference operation within the educational framework of the University. The recommendations made by various subcommittees were pooled and submitted to the President for his approval.

Chi Omega, acting favorably on a petition for national affiliation from Gamma Chi Alpha, a local sorority established here four years ago, was granted a charter by the university. Its efforts to procure adequate housing in advance have so far been fruitless. Members were able to establish some unity by eating together at [illegible] Inn until this academic year. They are currently living together in university housing on a temporary basis.

We now have eight national sororities on this campus and no local sororities, with a total membership of only 22% of the total undergraduate women (at the end of last Spring), instead of the 33% of a few years ago.

In response to the interest of a group of women students in establishing a French house, I worked closely with the designated faculty and with the French department in planning the French corridor in Adams Hall, and in arranging for a French table in the Commons. The enthusiasm of the group, sparked by a faculty adviser from the French department, and kept alive by the interest and participation of the French-speaking Head of Residence of Adams House, leads us to hope in the near future for a detached residence as a French house where meals can be served and a French atmosphere maintained as a teaching adjunct, and with an exchange student from France as the resident head.

Future Plans and Needs

It is heartening, with a new Dean of Students, to see already the strides being made in coordinating all student personnel activities.

As the student and faculty population increases, it is essential for people that we go further in clarifying procedures.

[illegible] of rapport and accessibility to students.

With the support of all women's organizations, the Women's Affairs Committee of the Senate is planning an all women's convocation [illegible] Additional convocations will be called, depending on the student response to this initial "convocation". The aim of these convocations will be to help women see their rights [illegible] in terms of their roles as women and of their life goals.

The need in [illegible] for a general area adjacent to the campus zoned for college use by student groups is critical for adequate housing of fraternities and sororities. Building improvements of existing houses and/or the construction of new houses are thwarted by present zoning restrictions. If sororities are to give the kind of social training to their members which ideally they should, they must have the kind of residences which in themselves lend an atmosphere conducive to good social usage.

If the University continues to provide guidance to fraternity groups as part of its total personnel program and recognizes their excellence as social organizations which provide leadership opportunities, the percentage of affiliates in relation to independents must not be so small as to make membership too highly selective. Should we encourage new groups to form, and [illegible] the prospect of their being able to live together and to manage their own affairs, with guidance, as one of the great values of their association?

The need for language houses is being successfully demonstrated this year on the French corridor of [illegible] House. Though it is helpful to French majors in reducing their hesitancy about speaking a foreign language, there is great need of a French-speaking head of residence free to devote her attention to the residents' improvement of their idiomatic day-to-day usage and vocabulary use. The value of a meal a week together in the Commons cannot compare with the value of conversation that comes from eating regularly together daily. If Mr. Gonon could provide in his departmental budget for a graduate assistant whose departmental duties could be her service as director, the Romance House might lend itself to use as a language house. We have discussed together such a possibility, and as a first step Mr. Gonon has written to [illegible] to determine the availability of a suitable French exchange scholar to live next year on the corridor with them. I should like to plead for remission of dormitory room fees as remuneration for her services, the equivalent of a house chairman's stipend. There should be a recognition of the need of rewarding a foreign student for sacrificing the time she might otherwise spend in improving her English and for giving up the freedom to pursue her own social life free of responsibilities.

The service of the faculty as advisers to organizations and their acceptance of invitations to organized student affairs needs to be encouraged by all possible means. The pressure on faculty members to engage in research as a means to advancement should not be so great as to preclude some contacts with students outside the classroom. The role of the adviser to an organization needs to be spelled out, and at the same time the adviser must have some assurance that the University and his department head are sympathetic to the time and effort which are expected of the one who accepts this role. The annual faculty report including publications or research in progress might include service on University committees and advisership as an indication of University expectations of a balanced program.

The equivocal position of a Staff Assistant accepting the [illegible] title of Assistant to the Dean of Women and the apparent lack of recognition of her training, or her ability, or her professional experience continues to rankle. Is it too much to hope for a candid evaluation of her services in relation to present and future planning so that she may know that she has the title and the remuneration which are commensurate with her services?

Respectfully submitted,

Isabelle Gonon

Mrs. Maurice Gonon
Assistant to the Dean of Women

at the University of Massachusetts Women's Dormitories

Each women's dormitory at the University of Massachusetts houses approximately [illegible] students including Freshmen, Sophomores, Juniors and Seniors. In each house there is a Head of Residence, who, because of her own college background and successful experience as a homemaker and/or a teacher or other professional person, and because of her personal qualities and understanding of young people, is able to assist the students in her house to grow personally and socially during their college years.

Under the supervision of the Dean of Women, she works closely with a "House Chairman," the elected head of the house, and with one or more "House Counselors," selected Junior and Senior leaders who [illegible] the activities of the house and help her to know all of the residents.

As soon as she has moved in the dormitory, the Head of Residence becomes acquainted with the students in her house through many informal social affairs (which she assists in planning), through committee activities, and through individual counseling. She is helped by the use of Personnel Cards which include confidential personal data and a cumulative record of each student's grades and activities. She uses the resources of the Office of the Dean of Women and attends regular staff meetings. She frequently confers with members of the University faculty, guidance, and health services as needed to understand the individual problems.

The Head of Residence lives in an apartment on the first floor of the dormitory where her living room also serves as her office for conferences with individual students and parents, committees, and small social groups. The rest of the apartment (which she may furnish if she chooses) includes a bedroom, closets, bath, kitchenette for which she pays approximately [illegible] per month rent.

The position is [illegible] in the Massachusetts State employment scale, with a present annual salary of [illegible] with annual step-increases of [illegible] to a maximum of [illegible]. The position is not under Social Security as Massachusetts has its own Retirement Plan. Under this plan [illegible] of salary is withheld and later returned with interest. [illegible] is the preferred age [illegible] for applicants.

Heads of Residence are welcomed at all University and Amherst affairs and are frequently active participants in American Association of University Women, Faculty Club, Amherst Women's Club, and other community groups.

The role of the Head of Residence cannot be exactly described or delineated, because the responsibilities are wide and often changing. It offers challenge to use many abilities to guide young people and it has many aspects which are gratifying and very enjoyable.

Office of the Dean of Women
1961

UNIVERSITY OF MASSACHUSETTS WOMEN STUDENTS RESIDENCES, 1961-62

House	Phone	Address	Head Resident	House Chairman
Dormitories:				
Abigail Adams House	3-9219 3-9216	Campus	Theresa deKerpely (Mrs.) (3-3411, Extension 289)	Martha West '62
Arnold House	3-9230 3-9111	Campus	Jean Churchill (Mrs. Alvord) (3-3411, Extension 482)	Janet Taylor '62
Crabtree House	3-9116 3-9140 3-9168	Campus	Ruth Pitt (Mrs. Lester I.) (3-3411, Extension 469)	Priscilla Lincoln '62
Dwight House	3-9256 3-9149	Campus	Winifred Field (Mrs. Richard) (3-3411, Extension 365)	Jane Grant '62
Hamlin House	3-9267 3-9207 3-9237	Campus	Elsie Rich (Mrs. Mulford E.) (3-3411, Extension 410)	Patricia Valiton '63
Johnson House	3-9109 3-9103	Campus	Elsie Johnson (Mrs. Herbert) (3-3411, Extension 644)	Barbara Viera '63
Knowlton House	3-9153 3-9294 3-9232	Campus	Amy Judge (Mrs. Gerald A.) (3-3411, Extension 409)	Nancy Stiles '62
Leach House	3-9159 3-9210 3-9215	Campus	Marjorie Clough (Mrs.) (3-3411, Extension 468)	Charlotte Kimball '62
Lewis House	3-9273 3-9260	Campus	Marion Cumming (Mrs. R. Stuart) (3-3411, Extension 270)	Lucy Dubiel '62
Mary Lyon House	3-9163	Campus	Frances Pennington (Mrs. George D.) (3-3411, Extension 325)	Jean Condon '62
Thatcher House	3-9249 3-9201	Campus	Betsy Ogletree (Mrs.) (3-3411, Extension 269)	Kathleen Kelley '62
Sororities:				Presidents:
Alpha Chi Omega	3-2929	(~~Sept.~~ 813 No. Pleasant ~~Campus only:Ext.476~~)	Helen Helbling (Mrs. H. E.) 6-6269	Nancy Hanlon '62
Chi Omega	3-9218	315 Lincoln Avenue	Kathryn Young (Mrs. Edward W.), (~~3-3941~~ 3-2476)	Barbara Winslow '62
Kappa Alpha Theta	3-7630	778 N. Pleasant St.	Mabel Hamilton (Mrs. James E.), (3-7502)	Mary Jane Stack '62
Kappa Kappa Gamma	3-9202	314 Lincoln Avenue	Laura Martindale (Mrs. Kirby), (3-5650)	Carol Veno '62
Lambda Delta Phi	3-9281	389 N. Pleasant St.	Emma Marshall (Mrs. Elliott), (3-3821)	Merrilee Atkins '62
Pi Beta Phi	3-3806 3-3565	388 N. Pleasant St.	Anne Mahoney (Mrs. Arthur H.), (3-7360)	Patricia Kraft '62
Sigma Delta Tau	3-9224	409 N. Pleasant St.	Lillian Ryan (Mrs. L.), (3-2967)	Sandra Segel '62
Sigma Kappa (2ndSem.)	3-9297	19 Allen Street.	Margaret Mellin (Mrs. Frederick) (3-7717)	Elizabeth Murphy '62, Johnson
Home Economics:				
Homestead		Campus	Miss Oreana Merriam, (3-3411, Ext. 448)	(House Chairman changes)

OFFICE OF THE DEAN OF WOMEN -- 3-3411, Extension 240) -- DEAN OF WOMEN, HELEN CURTIS
598) ASSISTANT TO THE DEAN OF WOMEN, ISABELLE GONON (Mrs. Maurice)
Secretary, Patricia Balcom (Mrs. Edward R.)

1 - Responsibility for advising done by Helen Curtis, Dean of Women
2 - Responsibility for advising done by Lucille Gonon, Asst. to Dean of Wm.

UNIVERSITY OF MASSACHUSETTS

Reference List of Women Student Leaders for 1961-62

Senate Committee on Women's Affairs:
& Linda Achenbach '62, V-Pres. Senate
2 Patricia Chase '63, Chrm. Women's Affairs
Joan Blodgett '62; Ann Griffin '63; Betsy Robicheau '63; Patricia Sweeney '64
Residence representatives to be elected.

1 Women's Judiciary Board:
Carol Veno '62, Chief Justice
Dianne Coyle '62; Jean Bruen '63; Barbara Viera '63; Janice Reimer '64

1 House Chairmen and Counselors:

Adams House: Martha West '62, Chrm.
Ann Cohen '63; Ruth A. Kirby '63; Evelyn Ruthel '63; Roben O'Brien '63 (2nd); Dorothy Soja '62; Deborah Toppan '62

Arnold House: Janet Taylor '62, Chrm.
Marjorie Friedman '63; Janice Jones '63; Barbara Johnson '63; Mina Lowe '63; Carol McDonough '63; Susan Onksen '62 (1st); Joan Orrell '63; Janet Parisi '62; Pamela Perkins '63 (2nd)

Crabtree House: Priscilla Lincoln '62, Chrm.
Anne Barton '63; Susan Brand '63; Lana Canavan '63; Nancy Gregory '63; Anne Griffin '63; Karen Kober '63; Sandra Russell '63

Dwight House: Jane Grant '62, Chrm.
Jean Bruen '63; Rosanne Catalano '63; Raija Nuppola '63; Barbara Sneider '63; Lois Tatarian '63; Joan Werner '63

Hamlin House: Patricia Valiton '63, Chrm.
Elizabeth Erker '64; Nancy Kenyon '63; Gloria Presser '62; Betsy Robicheau '63; Susan Spearen '63; Jo Ann Veale '63

Johnson House : Barbara Viera '63, Chrm.
Constance Creamer '63; Roberta Hanna '63; Barbara Lavalette '63; Ada (Lisa) Nordberg '63; Carolyn Mozden '63; Marjorie Olson '63; Judith Wilkinson '63

Knowlton House: Nancy Stiles '62, Chrm.
Barbara Cushing '63; Elizabeth Johnson '63; Carol Madison '63; Elaina Menin '63; Joanne Solitario '63; Sandra Tomlinson '62

Leach House: Charlotte Kimball '62, Chrm.
Patricia Chase '63; Jan Lee Clement '63; Eleanor Harrington '63; Ann Huska '63; Rita Lisciotti '63; Gertrude Meyer '62

Lewis House: Lucy Dubiel '62, Chrm.
Elaine Carlson '63; Doris Hollis '62; Janet Louis '63; Sara O'Reilly '63; Elda Ricalzone '62; Judith Ryan '62

Mary Lyon House: Jean Condon '62, Chrm.
Judith Leonard '62; Carolyn Lizlo '63; Marjorie St. Aubin '62; Charlotte Scannell '63; Carele Stone '63; Judith Williams '62

Thatcher House: Kathleen Kelley '62, Chrm.
Virginia Blais '63; Kathryn Connolly '63; Shirley Ingalls '63; Marie Mortimer '63; Rochelle Simons '63; Joyce Traquair '63

Phi Kappa Phi - National Scholastic Honorary:
Evelyn Aliferis '62; Merrilee Atkins '62; Patricia Conway '62; Martha Crane '62; Jean Rodgers '62
"Class Scholar": Jean Rodgers '62

1 Alpha Lambda Delta, Members, Class of '64:
Elaine Needham, President; Dorothy Barnes; Marcia Bertozzi; Susan Black; Deena Ferrigno; Michele King; Carol J. Kline; Eunice LeMasurier; Jean McCann; Nancy Mello; Donna Morrison; Barbara Murphy; Alice Pierce; Linda Schechterle; Linda Streeter; Judith Young; Sandra Zarvis (Eligible Fall '61: Joan Doktor; Virginia Jenkins; Pammela Leger; Barbara Walsh.) Jr. Adv.: Carol McDonough '63; Sr. Adv.: Irene Tyminski '62

1 Mortar Board - Senior Women's Honorary:
Linda Achenbach, President; Merrilee Atkins; Patricia Conway; Diann Coyle; Alice Edgerton; Nancy Hanlon; Donna Pope; Deborah Read; Sandra Segel; Mary Jane Stack; Carol Veno

1 Scrolls - Sophomore Honor - Service:
Janice Reimer, President; Judith Addelson; Lynda Bonney; Beverly Christo; Barbara Farrell; Judith Fitts; Claire Goldrick; Bonnie Hunter; Marguerite Jordan; Barbara Kelley; Nancy Kornetsky; Edith Leahy; Ann Ledwith; Marie Makinen; Elizabeth Mercer; Barbara Murphy; Eleanor Stang; Patricia Stankiewicz; Patricia Sweeney; Linda Swenson; Margaret Walter; Leslie Wilcox

Big-Little Sister Committee:
Judith Addelson '64
Nancy Kornetsky '64

Women Members of Revelers:
Jean Alden '62; Patricia Bourbonnais '64; Anne Hall '62; Rosemary Hussey '62; Nancy King '62; Carol Madison '63; Alice Pierce '64; Barbara Sneider '63; Barbara Viera '63

Women's Athletic Association:
Eleanor Harrington '63, President

2 Panhellenic Council:
Linda Griffin '62, President

2 Sorority Presidents:
Alpha Chi Omega: Nancy Hanlon '62
Chi Omega: Barbara Winslow '62
Kappa Alpha Theta: Mary Jane Stack '62
Kappa Kappa Gamma: Carol Veno '62
Lambda Delta Phi: Merrilee Atkins '62
Pi Beta Phi: Patricia Kraft '62
Sigma Delta Tau: Sandra Segel '62
Sigma Kappa: Elizabeth Murphy '62

Nurses (Spfld. Hospital) Student Council:
Rachel Allen '62, President

Inter-Dorm Council:
Karen Peterson '63, President

[illegible]

Much of the activity of the Registrar's Office is reflected in the [illegible]tistical information furnished in this report. There are other importan[illegible] aspects of the work of the office, however, which are not included. [illegible] report should mention some of these.

The Registrar's Office performs the three undergraduate services of Admissions, Registration, and Records. Some of the functions of these several areas are listed below.

1. During the calendar year 1966 a [illegible] out. Most of these, naturally, [illegible]

2. In addition to receiving and evaluating applications, pertinent information is coded for I.B.M. This includes [illegible] needed for preparation of the predicted rating study now in progress.

3. There are an increasing number of requests for representatives [illegible] the office to attend High School Career Nights, P.T.A. and other [illegible] to speak on the program of the University. In the college year 1960-6[illegible] there were 68 such meetings attended. These were in addition to the regular High School Visitations to keep Principals and Guidance Officers abreast with the program of the University. Attendance is also required [illegible] in the rapidly changing academic area.

4. Transfer applications are evaluated. The number of such increases each year. A whole new service is planned aimed at close cooperation in the [illegible]

5. Grades [illegible], honors, and Registration lists are prepared. Deficiencies are [illegible]hed.

6. Withdrawals are processed and refund of student fees authorized.

[illegible] schedules for each semester and the same [illegible]

[illegible] Grades are received and checked before going to the I.B.M. Office. [illegible] Reports are distributed and class standing recorded.

[illegible] [illegible] are issued for both undergraduate and graduate [illegible]

[illegible] More and more the Registrar's Office is being called upon to furnish [illegible]

the need for very complete and accurate records.

[illegible] One very important function is in the area of Public Relations, serving [illegible]

A. ADMISSIONS

[illegible]	[illegible]	[illegible]	[illegible]	3,
Sept.	1955	2,730	947	3,
Sept.	1956	2,748	1,264	4.0
Sept.	1957	3,021	1,717	,7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sept.	1959	3,266	1,87	,16
[illegible]	[illegible]	[illegible]	[illegible]	5,23
[illegible]	[illegible]	[illegible]	[illegible]	6,5

2. Freshman students accepted and enrolled

Sept.	1954	670	372	
Sept.	1955	698	330	
Sept.	1956	[illegible]	425	1,148
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sept.	1958	328	538	1,363
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	398	716	1,72
[illegible]	[illegible]	[illegible]	639	1,918

3. New Freshmen (not including trans... former students re...

	M	W	M	W	M	W	
1961	7	871	971	668	142	121	725
1962	1272	837	926	660	150	126	736
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1964	1473	1202	1232	815	280	139	952
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	298	133	[illegible]

based upon the r...

Class	Men	Women
1961	40	35
1961	42	37
1953	46.5	[illegible]

5. Summary of New Freshmen Applications.

a. [illegible] 6521

b. Total Selected from Applications 3349 (51 per cent)

c. [illegible] 1828 (54 per cent)

6. Profile Class of 1965

a. [illegible] Aptitude Test [illegible]

[illegible] [illegible]

[illegible]	Number	% of Total	Cum. %	[illegible]	[illegible]	[illegible]
[illegible]	12	1.8	100.0	7	0.6	[illegible]
[illegible]	43	6.4	[illegible]	53	4.8	[illegible]
600-649	[illegible]	[illegible]	91.8	108	9.7	94
[illegible]	162	24.0	[illegible]	[illegible]	[illegible]	84
500-549	214	31.7	51.4	794	26.6	68
450-499	109	16.1	[illegible]	272	26.6	42.
400-[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	7.
350-399	1	0.1	[illegible]	39	3.3	3
[illegible]	0	0.0	[illegible]	[illegible]	[illegible]	0.
[illegible]	[illegible]	[illegible]	[illegible]	0	0.0	0.
No Report	2	0.0	[illegible]	[illegible]	[illegible]	0.
	[illegible]			1141		

[illegible] [illegible]

[illegible]	[illegible]	% of Total	Cum. %	[illegible]	[illegible]	[illegible]
700-[illegible]	11	1.6	[illegible]	46	[illegible]	[illegible]
650-699	[illegible]	[illegible]	[illegible]	77	[illegible]	[illegible]
[illegible]	95	14.1	[illegible]	200	[illegible]	[illegible]
[illegible]	189	[illegible]	[illegible]	314	[illegible]	70.[illegible]
500-549	201	29.7	[illegible]	281	[illegible]	42.[illegible]
450-499	[illegible]	[illegible]	[illegible]	138	[illegible]	[illegible]
400-449	25	3.7	[illegible]	37	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	11	.0	[illegible]
[illegible]	0	0.0	[illegible]	1	.1	[illegible]
250-299	0	0.0	[illegible]	0	.0	[illegible]
No Report	2	0.0	[illegible]	[illegible]	.0	[illegible]
	678			1141		

b. High School Rank

	Females			Males		
Interval	Number	% of Total	Cum. %	Number	% of Total	Cum. %
top 1-5%	172	25.7	99.9	63	5.7	100.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11-15	101	15.1	53.9	141	12.7	84.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
21-25	78	11.7	27.0	137	12.3	61.6
26-35	54	8.1	15.3	218	19.6	49.3
36-50	31	4.6	7.2	161	14.4	29.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
76-99	5	0.7	0.7	50	4.5	4.5
No Report	9	0.0	0.0	28	0.0	0.0
	678			1142		

7. College Board Reports 1960-61

[illegible] Board Scholastic Aptitude Test. In case the applicant's high school record had several non-certified subjects the Achievement Tests were [illegible]

January	4647

These reports do not represent total individuals since some had more than one report sent in. In addition to these reports several reports came in separately. No count was kept of these.

b Admissions data Transfers

and enrolled

Sept. 1956 57 67

506	97	57	1
589	91	71	7
518	157	93	17
499	164	77	22
677	49	172	23

[illegible]

Former students who re-entered Sept. 1958	38	8
Former students who re-entered Sept. 1959	68	16
Former students who re-entered Sept. 1960	83	14
Former students who re-entered Sept. 1961	63	25

d. Admissions data Spring Semester 1960-61

New Freshman	21
Transfers	45
[illegible]	

B. REGISTRATION

a. Registration and Enrollment Trends.

1. [illegible]

Class	[illegible]	[illegible]	[illegible]
1962	622	358	980
1963	824	699	1523
[illegible]			[illegible]
1965	1229	689	1918
Total	3549	2135	5683
Specials	29	69	98
Instate	3492	2105	5597
Out-of-state	48	30	78
Foreign	9		9

2. Enrollment Trends - Total Undergraduates

Year	Men	Women	Total
1951	1,934	1,021	2,955
1953	2,267	1,220	3,487
1956	2,581	1,212	3,793
1957	2,650	1,341	3,991
1959	3,090	1,765	4,855
1960	3,257	2,000	5,257

3. Enrollment Trends - Freshman Men and Women

1954	539	308	847
1955	[illegible]	406	1,045
1956	669	407	1,076
1957	754	416	1,170
[illegible]	[illegible]		
1959	698	390	1,088
[illegible]	[illegible]	[illegible]	[illegible]
1961	730	536	1,266
1962	828	538	1,366
1963	1,135	703	1,838
[illegible]			
1965	1,[illegible]	689	1,018

4. Enrollment Trends - Freshman Enrollment by Schools

	Arts and [illegible]	[illegible]	[illegible]	Bus. [illegible]	[illegible]	Home [illegible]	[illegible]
1954	422	77		107	118	99	24
1955	540	157		130	91	103	26
1956	522	213		115	99	102	25
1957	577	277		146	83	64	23
1958	543	314		148	98	55	24
1959	519	295		93	86	52	20
1960	568	309		107	61	40	13
1961	607	309	[illegible]	116	55	45	23
1962	694	306	80	125	69	35	38
1963	987	323	127	173	92	37	63
1964	972	317	117	115	80	25	62
1965	1164	298	102	135	86	26	71

5. Distribution of Undergraduate Enrollment by Majors - September 19[illegible]

[illegible]	[illegible]		[illegible]		[illegible]		[illegible]		Total		Grand Tot.
	M	W	M	W	M	W	M	W	M	W	
Astronomy					1	1	3	3	4	4	8
Pub. Health		1	1	1			[illegible]		3	2	5
Bacteriology	2	7	2	13	3	12	2	15	9	47	56
Botany	1	[illegible]	4	3	4	3	3	4	12	14	26
Chemistry	22	5	30	8	42	[illegible]	65	29	159	57	216
Economics	13	2	19	1	23	3	10	2	65	8	73
English	28	[illegible]	58	86	29	83	55	94	[illegible]	324	465
Foreign Lang.	3	[illegible]	1	[illegible]	[illegible]	5	[illegible]	6	19	14	33
Journ., [illegible]		1								1	1

Curriculum	1962 M	1962 W	1963 M	1963 W	1964 M	1964 W	1965 M	1965 W	Total M	Total W	Grand Total
Geology	5		7	1	10		8		30	1	31
Art	5	4	2	8	1	10	8	5	16	27	43
German	1	2	6		5	8	3	7	15	17	32
History	32	9	38	17	35	36	67	24	168	86	256
Govt.	39	8	68	27	45	24	65	28	217	87	304
Math	57	29	64	41	70	51	114	96	305	217	522
Music	1		1	3	1	3	1		4	6	10
Philosophy	2	3	1	1	3	1	4	1	10	6	16
Physic	5	1	12		21	1	36	7	74	9	83
Psych	8	15	15	9	18	29	37	50	78	103	181
Rom. Lang.						1	4	12	4	13	17
French	2	8	2	15	4	23	6	32	14	78	92
Spanish	1	6	3	8	2	7	3	8	9	29	38
Italian						1				1	1
Russian	3	2			2	3		1	5	6	11
Sociology	9	19	7	11	8	31	5	20	29	81	110
Speech	3	8	7	10	2	9	1	5	13	32	45
Zoology	8	7	20	13	14	12	26	25	68	57	125
Pre-Med	9	2	25	3	58	9	78	20	168	34	204
Pre-Dnt	9		15		19		34		77		77
Pre-Vet	1		4		7	2	13	4	25	6	31
Latin							1	1	1	1	2
Total A&S	262	206	392	232	429	382	664	499	1747	1369	3116

College of Agriculture

Ag. Econ.			3		2		4		9		9
Food Distr.			1						1		1
Ag. Engin.					3		3		6		6
Agronomy	5		1		1		2		9		9
Dairy			2		3		1		6		6
Animal Sci.	8	1	10	1	5	1	3		26	3	29
Entomology	4		2		1		5		12		12
Plant Path			1				2		3		3
Floriculture		1	2		1		2	1	5	2	7
Fd. Tech.	7		18	1	1		6	2	32	3	35
Food Mgt.	4		8		6		3		21		21
Forestry	15		22		24		20		85		85
Wild Life	12		8	1	6		16		42	1	43
Land Arch.	18		13	2	16	1	3		55	3	58
Olericulture	1		1				3		5		5
Pomology	2						2		4		4
Poultry	2	1	3						5	1	6
Agric.							1	1	1	1	2
Total Ag. [illegible]	75	[illegible]	[illegible]	4	[illegible]	2	[illegible]	4	327	14	341

Curriculum	1962		1963		1964		1965		Total		Grand Total
	M	W	M	W	M	W	M	W	M	W	
School of Business Administration											
School BA	1		11		121	11	129	6	262	[illegible]	279
Accounting	17	1	42	4	2				61	[illegible]	[illegible]
Gen. Bus. Fin.	20		26	1					46	1	47
Marketing	19	3	16	1					35	[illegible]	[illegible]
Management	40		30	1					70	[illegible]	[illegible]
Total SBA	97	4	125	7	123	11	129	6	474	[illegible]	[illegible]
School of Education											
Educ.		85		127	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
Total Educ.		85		127	1	111	2	100	3	[illegible]	[illegible]
School of Engineering											
Engin.					1		283	1	284	[illegible]	[illegible]
Chem. Engin.	21		33		35	2	2		91	2	[illegible]
Civil Engin.	36		24		44	1	1		105	1	[illegible]
Elect. Engin.	[illegible]		[illegible]		85		9		183		[illegible]
Ind. Engin.	20		4		[illegible]				[illegible]		[illegible]
Mech. Engin.	38	1	48		45		2		133	1	[illegible]
Total Engin.	152	1	151		221	3	297	1	821	5	[illegible]
School of Home Economics											
Home Ec.		29		26		[illegible]		[illegible]		[illegible]	[illegible]
Total Home Ec.		29		26		[illegible]		[illegible]		[illegible]	[illegible]
School of Nursing											
Nurse		19		21		26		36		102	102
Total Nurse		[illegible]		[illegible]		26		36		[illegible]	[illegible]
[illegible]											
Men PE	27		39		30		55		151		[illegible]
Women PE		8		20		[illegible]		16		[illegible]	[illegible]
Rec	8	3	7	11		[illegible]			16	[illegible]	[illegible]
Total PE	35	11	[illegible]	31	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]									[illegible]	[illegible]	[illegible]

6. Summer School Undergraduate Registration 1961

[illegible]	Individual Students
[illegible]	114
[illegible]	700
[illegible]	10
[illegible]	90
[illegible]	585
[illegible]	67
Total	1512

Total individuals enrolled during the summer determined from [illegible]

[illegible]	[illegible]
[illegible] from other Colleges	
[illegible]	[illegible]
Total	[illegible]

7. [illegible]

Class	[illegible]	[illegible]	[illegible]
1961	524	298	822
1962	[illegible]	[illegible]	[illegible]
[illegible]	381	571	1,452
1964	[illegible]	649	1,700
1965	23		25
[illegible]	3,091	1,921	5,012
[illegible]	[illegible]	10	94

8. [illegible]

a. Spring [illegible]

From	Number of [illegible]	[illegible]
[illegible]		[illegible]
Univ.		[illegible] German 80 Spanish 1 Government 5?
Total	[illegible]	

From	Number of Students	Course
Mt. Holyoke to Univ.	3	German 53
	1	German 52
	1	Economics 96
	1	Speech 86
	1	Speech 88
	1	Government 96
[illegible]	[illegible]	
Smi[illegible] Univ.	1	Public Health 38
		[illegible]
	[illegible]	[illegible]
Total	3	
Univ. to [illegible]	[illegible]	DA 72
	1	Italian 24
	1	Latin 6
[illegible]	[illegible]	
Univ. to Mt. Holyoke	1	Russian 303
	1	History 281
	1	Philosophy 350
[illegible]	[illegible]	
[illegible] Smith	7	Russian 22B
	6	Russian 43B
	6	Russian 41B
	6	Russian 31
	[illegible]	Russian 33B
		Russian 31E
	[illegible]	
		[illegible]
	[illegible]	Theatre 35B
		Theater 44B
		[illegible]
	[illegible]	Government 33B
	[illegible]	Bacteriology [illegible]
	[illegible]	Bacteriology 3[illegible]
		[illegible]
	[illegible]	[illegible]
	[illegible]	[illegible]
[illegible]		

[illegible] to Cooperating Colleges [illegible] 5)

[illegible] se enrollments cooperating colleges to the Univ.

[illegible]

[illegible]	[illegible]	[illegible]
Am[illegible]	[illegible]	[illegible]
to [illegible]	[illegible]	[illegible]
	[illegible]	[illegible]
[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]
Mt. Holyoke	4	[illegible]
to [illegible]	1	[illegible]
Total	5	
Smith	2	Government 95
to [illegible]	1	Russian 71
	1	English 54
	1	Accounting 25
	1	Entomology 26
	1	Speech 65
[illegible]	[illegible]	
[illegible]		[illegible]
[illegible]		Art 32[illegible]
	[illegible]	Religion 35A
Total	[illegible]	
Univ. to	[illegible]	Dramatic Arts [illegible]
[illegible]	[illegible]	Philosophy 45
[illegible]	[illegible]	

[illegible] University to Cooperating Colleges - 7

[illegible] Cooperating Colleges to University [illegible]

C. RECORDS

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
1961			[illegible]
1962	22	28	50
[illegible]	71	64	135
1964	71	244	315
[illegible]		1	1
[illegible]	171	[illegible]	[illegible]

b. [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
1957	103	1170	9.[illegible]
1958	172	1182	14.[illegible]
1959	129	1088	11.[illegible]
1960	144	1148	12
1961	167	1266	13.[illegible]
1962	166	1356	12.15
1963	279	1838	16.7
1964	315	1725	18.[illegible]

c. Conditions of academic dismissals - college year 1959-60

1. Class of 1961

   January. Dismissal if cumulative average was below 1.4 [illegible] average for the current semester was 1.7 or higher.

   June. A cumulative average of at least 1.70 required for graduation.

2. Class of 1962

   [illegible] except that such a student was not dismissed if the average for the current semester was 1.6 or higher.

   June. Dismissal if the cumulative average was below 1.6 except that such a student was not dismissed if the average for the current semester was 1.7 or higher.

3. Class of 1963

   [illegible] below 1.4 except that such a student was not dismissed if the average for the current semester was 1.5 or higher.

   June. Dismissal if the cumulative average was below 1.5 except that such a student was not dismissed if the average for the current semester was 1.6 or higher.

4. Class of 1964

   January. Dismissal if three failed academic cou[illegible]

   [illegible]

   By vote of the University Senate the cutting point for [illegible] of a point over the standard set for previous classes. As a result 64 members of the class of 1964, who under the previous requirement would have qualified to continue at the [illegible]

   [illegible]s of 1965 entering in February, 1961

   June. Same as class of 1964 for January.

d. Summary of withdrawals - College year 1960-61

1. Withdrawals during the semester and reasons.

[illegible]

Reasons	1961		1962		1963		1964	
	M	W	M	W	M	W	M	W
Difficulty with Studies			4		4	[illegible]	3	1
Financial	1		2		2		3	
[illegible]					3	1	[illegible]	
Discipline			1		1		2	
Personal			10	4	6	[illegible]	9	2
[illegible]								
Health	2		3	3	3	2	[illegible]	
Reason unknown			1				1	
Marriage				2		1		
Deceased	1						2	

b. Spring semester 73M 19W T92

Reasons	1961		1962		1963		[illegible]		[illegible]
	M	W	M	W	M	W	M	W	M
[illegible] Studies					3		9	1	1
Financial	1		1		1				
Transfer			1						
Discipline					4		5		
Personal	1	1	4		11	1	[illegible]		
[illegible] Enlistment	1						4		
Health	1	1	4		2	3	[illegible]		
[illegible]									
Marriage						3			

[illegible]

a. Fall Semester

Men	150
Women	21

b [illegible]

Men	261
Women	76

3. In good standing, but did not return

a. After Fall Semester 63

[illegible]

Reasons	[illegible]		[illegible]		[illegible]		[illegible]	
[illegible]			1					
Financial			1		2	[illegible]		
Transfer	[illegible]		7	28	3	[illegible]		
Discipline		1			1			
Personal			[illegible]	[illegible]	2	[illegible]		
Military [illegible]	[illegible]		[illegible]		2			
[illegible]		1		1				
[illegible]	[illegible]	[illegible]	[illegible]	7	[illegible]	16	14	[illegible]
Marriage		[illegible]		9		3		
Totals	[illegible]	[illegible]	[illegible]	46	[illegible]	38	14	[illegible]

4. Summary of withdrawals college year 1960-61
A total of 852 withdrew for all reasons not including graduation. This is 16.2 per cent of the 5257 undergraduates enrolled in September, 1960.

2. Class and University yearly grade point averages [illegible]

Class of 1961	Number of [illegible]	[illegible]	Average of Averages
[illegible]	[illegible]	2.503	[illegible]
Women	622	2.816	[illegible]
[illegible]	1763	2.612	[illegible]
Class of 1962			
[illegible]	[illegible]		2.194
[illegible]	[illegible]	[illegible]	2.402
[illegible]	[illegible]	[illegible]	
Class of 1963			
[illegible]	[illegible]	2.018	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	2.136	[illegible]
[illegible]			
[illegible]	[illegible]	1.903	1.897
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	1.934	
[illegible]			
[illegible]		[illegible]	
Women	[illegible]	[illegible]	
Class			
Total [illegible]			
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] Bachelors Degrees awarded 1961. [illegible] calendar year 1961 graduated as of [illegible]

School	February	June		September		[illegible]
[illegible]	[illegible]	[illegible]		[illegible]		[illegible]
[illegible]	7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Business	18	80	5 B.V.A.)	17	1 B.V.A.)	[illegible]
Engineering	24	107		8		[illegible]
Home Economics	1	24		2		[illegible]
Nursing	0	20		1		[illegible]
Physical Education	4	21		0		[illegible]
Total	97	756		80		[illegible]

6. Transcripts of Records Issued July 1960 to July, 1961.

[illegible]

Transcripts no charge	3039
Transcripts Paid	3179
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

Transcripts no charge	728
[illegible]	[illegible]
[illegible]	[illegible]

Total transcripts paid and free. [illegible]

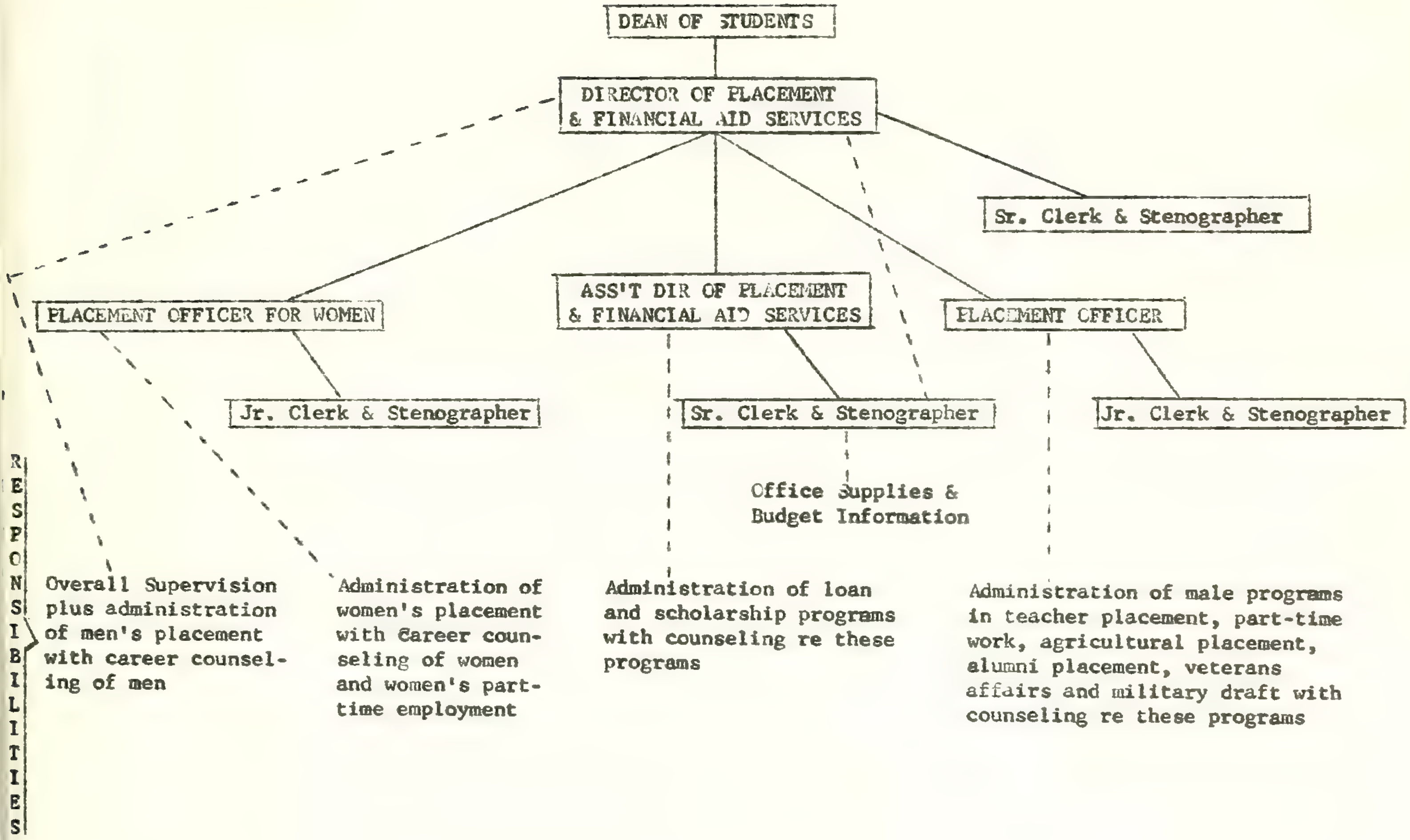
(1960-1961) ANNUAL REPORT OF THE PLACEMENT AND FINANCIAL AID SERVICES

As per the memorandum from the Assistant Secretary of the University dated November 14, 1961, the following report of the activities of the Placement and Financial Aid Services for the period, 1 October 1960 through 30 September 1961, is submitted.

1. APPROPRIATION - Fiscal Year		1959-1960 Actual Expenditure	1960-1961 Actual Expenditure	1961-1962 Allotment
Student Labor	- 03	$1872.00	$2012.23	$2150.00
Travel	- 10	694.00	331.11	300.00
Printing	- 11	92.00	12.19	------
Repairs	- 12	35.00	30.30	40.00
Special Supplies	- 13	277.00	10.00	200.00
Supplies	- 14	1166.00	1623.86	1300.00
Equipment	- 15	368.00	320.00	300.00

2. PERSONNEL - Number in each rank	Sept., 1959	Sept., 1960	Sept., 1961
Director of Placement (and Financial Aid Services)	-	1 (1 on sick leave to retirement)	1 (1 on sick leave to retirement)
Professor	1	-	-
Ass't Director of Placement - Men (and Financial Aid Services)	-	1	1
Associate Professor	1	-	-
Ass't Director of Placement - Women (Placement Officer for Women)	1 substituting for ↓	1 substituting for ↓	1
Assistant Professor	(1 on leave without pay)	(1 on leave without pay) ↓	-
Placement Officer	1	1	1
Senior Clerk & Stenographer	1	1	2
Junior Clerk & Stenographer	3	3	2

3. ORGANIZATIONAL CHART


DEAN OF STUDENTS
DIRECTOR OF PLACEMENT & FINANCIAL AID SERVICES
Sr. Clerk & Stenographer
PLACEMENT OFFICER FOR WOMEN
ASS'T DIR OF PLACEMENT & FINANCIAL AID SERVICES
PLACEMENT OFFICER
Jr. Clerk & Stenographer
Sr. Clerk & Stenographer
Jr. Clerk & Stenographer
Office Supplies & Budget Information
RESPONSIBILITIES
Overall Supervision plus administration of men's placement with career counseling of men
Administration of women's placement with career counseling of women and women's part-time employment
Administration of loan and scholarship programs with counseling re these programs
Administration of male programs in teacher placement, part-time work, agricultural placement, alumni placement, veterans affairs and military draft with counseling re these programs

4. STUDENTS OR CLIENTELE

A. 1. Students - With the integration of loans and scholarships into our over-all work load, we are servicing and counseling students in all four classes as well as graduate & Stockbridge students in their financial, placement, and career problems. In addition we service and counsel alumni through correspondence and when they visit the office.

	Sept, 1959-60	Sept, 1960-61	Sept, 1961-62
No. of Seniors (including Stockbridge) to be serviced & counseled for Placement	659	996	1163
Frosh., Soph., Jr., (Approx. figures) counseled regarding career plans	200	200	200
Alumni serviced and counseled (Approx. figures)	85	90	150
Part-time Student Workers (See Appendix A)	1778	1477	(will increase)
Veterans Serviced (See Appendix B)	616	404	187
Draft credentials and information	596	789	(will increase)
Students counseled, serviced & applying for Scholarships & Grants in Aid & Loans (See Appendixes E & F	Not our functkon in previous years		2500

2. Clientele - Employment Recruiters (including School Administrators (See Appendix C for salary offerings and other information on class of 1961)

	1959-60	1960-61	1961-62
Firms & Schools sending Recruiters (See Appendix D)	319	320	Expect 350
Interviews Held on Campus	3006	4144	Expect 4500

3. Clientele - Industrial Representatives and School Administrators visit the office, telephone, write, wire giving information on jobs, company policy, aid to education and request background information on former graduates.

We maintain records on graduates for ten years following graduation. No attempt is made to tabulate the total number of telephone calls, letters, wires and follow-up details.

5. FACULTY PUBLICATIONS, ETC.

A. The Director had an article in the College Placement Annual of 1961 on communication in job hunting. Annual was distributed free to 190,000

B. The Director was elected 1st Vice President of Eastern College Personnel Officers Association at Manchester, Vermont.

C. The Assistant Director prepared a new booklet on Financial Aids.

D. The Assistant Director represented the University at the Annual College Scholarship Meeting in New York.

E. The Assistant Director attended a Regional Conference on Financial Aid at Smith College and moderated a panel with prominent persons.

F. The Director and Assistant Director attended a Placement and Financial Aid Conference of New England State University personnel involved in these duties at Storrs, Connecticut.

G. The Placement Officer visited the Veterans Administration Offices in Boston to clarify certain veteran affairs.

6. SPECIAL PROJECTS OR PROGRAMS

The Director with the Dean of Students and Director of Placement at Babson Institute held a conference of novice Employment Recruiters on the University campus in May, 1961. 50 men from a cross section of industry attended the three-day affair to hear nationally prominent speakers and panelists. The conference received a prominent write-up in the Journal of College Placement.

7. FUTURE PLANS AND NEEDS

As requested in our 1962-63 budget we are sorely in need of additional personnel. A new professional member of our staff plus at least one Jr.

Clerk would help to stem the tide of the overwhelming work load.

Our seven typewriters are 1, 2, 5, 7 (2), 11 and 12 years of age. We would like to move to two more electric typewriters as soon as possible.

Our dictating machines are 5 and 13 years of age plus a 2-year old one we have on loan from the Student Union. We are in need of another one (preferably the portable kind) irrespective of the fact that the 13-year old machine needs replacing.

Our one audograph transcriber (servicing three dictating machines, three staff members & three secretaries) is worn out, antiquated and beyond decent repair. We must use only one side of each record because of its inefficiency. We are borrowing others but they are not available when we need them. A new one, or twb, of these transcribers is imperative.

A new mimeograph machine should be considered for use of all Personnel Services. We have a heavy volume of mimeograph work and continuous borrowing of other facilities is proving inadequate.

New office furniture for staff and secretaries, while not vitally needed, should be considered as soon as possible.

Appendix A

STUDENT PART-TIME EMPLOYMENT

	NO. OF STUDENTS WORKED	TOTAL EARNINGS
1958 - 1959	1753	$228,488.66
1959 - 1960	1778	$263,166.95
1960 - 1961	1477	$279,298.00

	NUMBER OF WOMEN	NUMBER OF MEN
1958 - 1959	563	1190
1959 - 1960	428	1350
1960 - 1961	513	964

Appendix B

STATISTICS ON VETERANS

Number of Veterans Enrolled for Academic Year, 1959 - 1960	616
Number of Veterans Enrolled for Academic Year, 1960 - 1961	404
Number of Veterans Enrolled for Academic Year, 1961 - 1962	189

VETERANS

	1960-61	1961-62
Number of Veterans Enrolled Under Public Law 550	357	156
Number of Veterans Enrolled Under Public Law 550 in G. E. Project (Korean War Veterans at Pittsfield C. E. Program)	8	2
Number of Students Enrolled under Public Law 634 (War Orphans)	30	28
Number of Veterans Enrolled under Public Law 894 (Disabled Veterans)	9	3
TOTAL	404	189

Appendix C

INFORMATION ON CLASS OF 1961

SALARIES

Women Graduates	$3300 - $6780 (Average - $5909)
Teachers	$3800 - $5100 (Average - $4400)
Engineers	$5328 - $7680 (Average - $6468)
Business Administration - Men	$4200 - $7204 (Average - $5460
Sciences - Men	$4320 - $6504 (Average - $5773)
Liberal Arts - Men	$4080 - $6000 (Average - $5256)

NUMBER OF 1961 GRADUATES GOING ON FOR FURTHER STUDY

Women	29
Men	86
TOTAL	115

JOB LOCATION OF TEACHERS FROM CLASS OF 1961

	WOMEN	MEN	TOTAL
Massachusetts	21	16	37
Connecticut	15	5	20
New York	6	2	8
Others	8	0	8

MILITARY SERVICE

71 men were known to enter immediate military service following graduation.

SENIORS

All senior women are counseled in groups and individually.

All senior men are counseled in groups. Between one-third and one-half of these are counseled individually.

Appendix D

RECRUITING STATISTICS

	1958 - 1959	1959 - 1960	1960 - 1961
Total Recruiters on Campus (Industrial Representatives and School Administrators)	296	319	320
Total Interviews Held on Campus	4501	3006	4144
Industrial Recruiters Interviewing Women on Campus	96	78	99
Industrial Recruiters Interviewing Men on Campus	245	264	268
Teacher Recruiters on Campus	38	45	52

(Believe new state salary minimum for teachers - $4000 - has increased student interest in the teaching field)

Appendix E

NATIONAL DEFENSE LOANS

	1958 - 1959	1959 - 1960	1960 - 1961
Number of Loans	---	87	164
Amount	---	$46,700.00	$72,000,00

UNIVERSITY LOANS (Short Term Loans)

	1958 - 1959	1959 - 1960	1960 - 1961
Number of Loans	291	252	225
Amount	$34,289.95	$35,271.11	$30,000.00

MASSACHUSETTS HIGHER EDUCATION LOANS

	1958 - 1959	1959 - 1960	1960 - 1961
Number of Loans	289	344	360
Amount	$128,045.00	$155,688.00	$165,000.00

Appendix F

SCHOLARSHIPS & GRANTS-IN-AID

Since this function was not carried in the Placement & Financial Aid Offices prior to the academic year, 1960 - 1961, no previous figures are given here.

Approximately 7% of our student body receive Scholarship or Grant-in-Aid assistance.

	1960 - 1961
Number of freshman (Class of 1964) applicants for Scholarships & Grants-in-Aid	901
Number of Scholarships and Grants-in-Aid granted to freshmen in amounts ranging from $100 to $900 (2 out-of-state students received $1300)	70
Total amount in Scholarships for freshmen	$ 22,050.00
Total amount in Grants-in-Aid for freshmen	$ 8,150.00
Number of upperclass applicants for Scholarships and Grants-in-Aid	385
Number of Scholarships & Grants-in-Aid granted to upperclass students in amounts ranging from $50 to $900	336
Total amount in Scholarships for upperclass students	$ 31,440.00
Total amount in Grants-in-Aid for upperclass students	$ 29,000.00
Number of students receiving outside scholarships of which we are aware with amounts ranging from $50.00 to $1800.00	810
Total amount of Outside Scholarships of which we are aware	$130,000.00

UNIVERSITY OF MASSACHUSETTS
LIBRARY

ANNUAL REPORT OF THE UNIVERSITY LIBRARIAN
July 1, 1960 - June 30, 1961

Period covered by report:

Despite the charge to each director to submit an annual report to the President of the University on the basis of a year covering October 1 to September 30, the University Librarian remains a persistent holdout for a report based on a fiscal year which closely approximates the time span of an academic year, thus providing a comparable body of statistics which can be properly reconciled. The anomaly in this report exists in the half dozen days of the first session of the Summer School which falls in the period of the previous fiscal year; however, the statistical report on the use of the Library by the Summer School, 1960 is included within this report.

General:

The single most important event of the period July 1-August 25, 1960, was the completion of the moving and rearrangement of the books and periodicals from the old Library building to the new addition. The bound periodicals were expanded into the 4th and 5th levels of the old building, thus allowing for open access directly from the main or 5th level lobby of the new addition. The front lobby of the Goodell Building was caged off, thus all traffic was channeled through the north and south corridors of Level 5 into the new building where the Circulation and Reference Desks are located.

The books were moved by a carefully selected group of six experienced student assistants who began work under the supervision of Mr. George Wright, a member of the Catalog Department, on June 20, 1960. Approximately 235,000 volumes were moved in the brief span of 9 weeks. Less than 1,000 volumes required rearrangement, so carefully were shelves measured and allowances for expansion calculated. The study for this moving project had been undertaken weeks in advance.

Because of the inadequacies of the antiquated rope pull booklift in the old building, all books from the two mezzanine stack levels were packed in small cartons

and slid down a homemade chute to the connecting floor levels between the two buildings. This situation made the moving program a much longer one than would have been the case if an electric booklift had been available.

The placement of books in the stacks was based on the most-used Dewey Classifications being located in as close proximity to the Circulation Desk as possible. Thus the 700's and 800's (Art and Literature) were placed on the 5th level directly behind the Circulation Desk. 000-200 were located on Level 4; the 300's, 400's, and 500's on the 6th level(new addition); the lesser used 600's on Level 6, and the 900's on the 6th mezzanine of the old building. The least used periodical titles, mostly old sets of agricultural titles, were placed on Level 1 as dead storage. It is anticipated that all material eventually shelved in Level 1 will be shelved by size, as it will consist of seldom used books which should require no direct reader access. Shelving according to standard heights will increase the stack capacity by 35%.

The Librarian is much indebted to the six student assistants of the University for their untiring energy and unflagging interest in this most important but often boresome work. Thanks to the quiet, efficient, and interested supervision exercised by Mr. George Wright the task was executed in record time.

The students who assisted in the move were: Clifton Giles
Jacqueline Aube
Claire White
John Wertz
Constance Blais
Virginia Blais

On February 21, 1961, a group of interested students presented to the Librarian a proposal replete with diagrams for the use of the old North Reading Room in the Goodell Building as an unsupervised area for a study hall between 10:00 p.m. and 12:00 midnight Mondays through Fridays. The Librarian was reluctant to do this without proper supervisory personnel; and since there were no additional funds available, the matter was carried over to the next fiscal year for consideration.

Pressures for a smoking room were also exerted by interested students. The Librarian refused to consider this proposal until funds were available for proper ventilating equipment. When the matter was referred by the Librarian to the Student Senate for funds to be appropriated, the plan was defeated.

During the year discussions were undertaken to provide a decision as to the location of a university photographic laboratory. The Librarian had previously purchased microphotographic equipment for the reproduction of library materials which he was prepared to provide for such a laboratory. After much discussion the plan was temporarily dropped.

The Faculty Library Committee held a number of sessions on a proposed plan for the staffing of the departmental libraries. A final plan was submitted to the President in May 1961, virtually recommending the same number of libraries but with the Librarian providing proper staff.

Personnel:

The personnel situation for the Library has always been one fraught with serious deficiencies especially in the number of professional positions appropriated within a given fiscal year. The annual legislative process results in positions being appropriated in technical grades: Junior Library Assistant (Group 7), Senior Library Assistant (Group 9), and Library Reference Assistant (Group 11), in answer to repeated requests for Group 14, Cataloger (U of M), and Group 17, Assistant Librarian (U of M).

The problem becomes one of adding more and more inexperienced pairs of hands to the organization without the requisite trained professional supervisory personnel to provide the training and supervision for these untrained personnel. The ratio of professional personnel to technical personnel has remained at 1:4. When it is realized that the larger and better university libraries in the nation operate on a 1:1 or at most a 1:2 basis, the University of Massachusetts Library does not appear very well staffed in the professional grades.

While the technical personnel are needed to man the desks and help in the

coverage of the extended hours of operation, the quality of work produced cannot be top flight without adequate training by professional personnel. Such training to become effective requires professional librarians in number. All librarians today find themselves faced with the everpresent need of developing their own in-service-training programs; the University of Massachusetts is no exception to the rule.

The Librarian has adhered to the management principle that the best available people be hired for professional positions, since a minimum of staff turnover is to be tolerated when a library organization is in the process of expanding. Apparently the University administration has been highly critical of the Librarian for the length of time that Cataloger positions have been left unfilled. This attitude is unrealistic when the Librarian knows that other New England colleges and universities have had such positions unfilled for periods of two years or more. Other university libraries throughout the nation have many vacancies at a time, since the number of competent persons available for this category of work are in extremely short supply.

Therefore, if professional positions are appropriated in numbers, and they must be if the Library is to develop properly, the administration must be prepared to face unfilled positions for extended periods of time until proper personnel can be found.

In March 1961 the Librarian was exhorted to abandon the heinous practice of hiring technical personnel in an in lieu of status during an extended period of training. It was felt that personnel should be placed in the positions available at the full starting salary. This practice is indefensible, particularly as two of the technical grades carry excellent salaries for qualified personnel. Obviously if a training period for some duration of time is necessary, and if fully qualified persons cannot always be found, and they cannot, then a salary somewhat lower in range is warranted.

The Librarian has invoked the practice of hiring in lieu of, gearing such positions to the classified service in correspondingly lower grades of library technicians. It is to be hoped that interference of this sort will be kept to a minimum.

A table of the positons received in each of the last three budget years follows:

1959/60		Group
1	Assistant Librarian	14-E
5	Library Reference Assistants	11
2	Senior Library Assistants	9

1960/61		Group
2	Junior Library Assistants	7

1961/62		Group
2	Library Reference Assistants	11
4	Senior Library Assistants	9

Student assistants are still being used in manning service desks during night and weekend hours. This practice should eventually be tempered by the use of more permanent technical and professional personnel. The Librarian hopes eventually to use student assistants in limited numbers only for the handling of relatively routine tasks. The Librarian's report for 1959/60, under the heading Personnel, pages 4-7, contains much that continues to remain pertinent concerning the problem of recruiting permanent professional staff.

The organization chart of the Library appears as Appendix E.

Reference and Circulation Department:

This combined department, which includes the interlibrary loans unit and the Periodical Room, has been supervised the past year by Mrs. Louise A. Addison, Chief of Reader Services, who has also served as Reference Librarian.

It was thought advisable during the first full year of library operations in the new addition to combine all public service units, except Reserve Desk, under one experienced librarian acting as chief. This decision allowed for a series of uniform policies and procedures to be established and the centralized training under one person of a largely untrained, inexperienced staff. Mrs. Addison's task was an extremely difficult one, demanding much of her time and energy for the plans and training program.

The use of the Library by faculty and students increased perceptibly over previous years, and it became evident before the end of the academic year that because of the span of administrative control two departments should be created, each with an experienced head, and that a position of Assistant Librarian for Reader Services should be established as soon as possible to act as the Coordinator of all public services.

During the spring of 1961 the Librarian interviewed several candidates for the position of Assistant Librarian. Mr. Robert M. Agard, Librarian of Earlham College, Richmond, Indiana, was chosen as the best qualified and most experienced person. His acceptance of the position is to become effective August 1, 1961.

A brief summary of the activities of each section of this department follows:

REFERENCE SECTION, INCLUDING INTERLIBRARY LOANS UNIT

This section was moved into its new quarters on the 5th level of the library addition during the early weeks of July 1960. Very fortunately the Librarian was able to hire for the period June - September 10, 1960, Mr. John W. Parker, who has had a number of years of excellent library experience. Mr. Parker served as Assistant Librarian during a portion of the period of his employment and assisted

Mrs. Addison in relocating and reorganizing both the reference and circulation sections. Unfortunately for the Library, Mr. Parker resigned to follow a career in the ministry.

The quality of work of the Reference Department has improved considerably over that of previous years, since much in-service training was instituted for the junior, inexperienced personnel. Periodical indexes were checked with the Library's holdings, bibliographies were annotated, and necessary materials lacking in the collection were ordered. The United States government document collection was more intensively used and the Reference staff were introduced to the proper methods of search. A second telephone was added to the communications facilities of the section; microfilm cabinets and vertical file cabinets were also added. An important part of the work of the unit includes the servicing of the extensive microfilm files. It is hoped that within the near future all activities relative to the use of microfilm can be removed to the 4th level, Room 406, where a special reading room is to be provided in the northwest corner of the old building.

The statistics for the interlibrary loan unit are shown in Appendix D-1. Interestingly enough, there is a slight drop off in the number of books borrowed; this is due to a much more careful screening of the student and faculty requests for loans from other libraries. A concerted effort has been made by the Reference staff to substitute material already available in this Library. It is unfortunately true that a large portion of the requests for loan are engendered by faulty use of the Library card catalog.

The most difficult service problem in the Reference area is how to reach adequately the enormous numbers of students and faculty who do not know how to use properly a large card catalog. Any formalized program of orientation lectures is frustrated by the sheer numbers of reference staff that would be necessary to cope with such a plan. The ideal time would be the opening weeks of the 2nd semester, when the term paper projects are at their height.

The Librarian is not prepared to entertain such a mass orientation program until the Library staff is considerably augmented. The present system of individual contact is the only effective means for the moment. Obviously there are always some dissatisfied or frustrated users who are overlooked.

In September, 1960, Miss Elizabeth Russell was hired as a trained professional reference assistant to help in developing the reference program. Her experience proved to be inadequate and her contract was not renewed upon its expiration.

The Librarian added Mr. Ransom Waterman to the staff in July, 1960, to assist in the reference work and to augment the bibliographical work of the section. In September, 1960, Miss Joyce Merriam, a graduate of the University, Class of 1957, with an M.A. in history, was appointed as the first library trainee in the reference section. Her services at the desk have been outstanding, and it is hoped that a careerist is in the making.

CIRCULATION SECTION

The Circulation Section was moved from the 5th level lobby of the East building to the West addition in mid-July, 1960, and with this move was instituted the limited access stack. Preparations for this change had been under way for at least one year, and all books were relocated when the moving operation was undertaken so that the most used materials were closest to the Circulation Desk.

The limited access stack was authorized by a vote of the Faculty Library Committee in 1956, but could not be effectuated until the new Circulation Desk was completed and the East book stack was caged off from the lobby. It was felt that the bound periodicals should remain in an open stack area which could be relatively well supervised from the new Circulation Desk. The demand for library material of this sort is so great that any program of paging service would have required a staffing pattern which could not be fitted into such a limited budget. The [illegible] periodicals has resulted in some loss and a very serious problem of mutilation. However every university librarian appears to be faced with the destruction of library materials, and there appears to be no adequate means of preventing the recurrence of such incidents except to institute a completely closed stack with the concomitant

factor of providing additional staff.

The limited access stack has resulted in a much more intelligent use of library materials, since the average student is ill-prepared to cope with the proper use of the open stack. The open stack presupposes some knowledge of the classification system.

The most significant point for the Librarian is that for the first time in the history of the Library a careful inventory of the collections could be made and an estimate secured of the probable book losses. The figures are terrifying, between 10,000 and 12,000 volumes will eventually turn up missing. A program of replacing the more important materials is now under way and will form a continuing element in the acquisition program for many years to come.

With the closed stack the student is now able to secure definite word as to whether the book is out in circulation or is missing. While the junior faculty complain at this decadent practice pursued by the Librarian, the fact still remains that the open stack does not provide the greatest good to the greatest number in a university population of over 800 students.

It should be added that faculty, graduate students, and honor students are automatically given access to the stacks, and any deserving student whose work has been screened at the Reference Desk may receive permission to use the stacks for a period of one day to one month, depending on the magnitude of the project.

The Circulation Desk has been directed by Mrs. Addison with a supervisor of circulation work, Mrs. Kathleen Maspero, as the immediate section chief. During the year new procedures were inaugurated and a training program for student assistants was activated. Mr. Clifton Giles, a former student assistant was employed on a full-time basis as a trainee; he has since entered library school. Giles represents the first full-time male employee who has decided upon the career of a professional librarian.

The circulation statistics for the year appear as Appendix B in the report. A comparison with the statistics for the year 1959/60 shows an increase in the use of the Library. In 1959/60 circulation reached 36,384 volumes, while in 1960/61 it rose to 62,674. This represents an increase of 26,290 volumes or a percentage rise of 72.2% over the preceeding year. The increase is due in part to the limited access stack and the fact that for the first time a legitimate circulation figure has been obtained. An increase of this magnitude is not simply attributable to increased numbers of students.

Use of the building by readers has been compiled in a statistical table which forms Appendix C in this report.

PERIODICAL ROOM

For purposes of administration this unit has been placed under the Chief of Reader Services. In September, 1960, the old Reference Room was refurnished and additional bookshelves were erected providing space for the display of current periodicals. At the outset all issues for the current year of each periodical were displayed; however, within one month after the room was opened 65 separate issues of journals were stolen. Immediately after the inventory was taken and the losses determined, the Librarian established the rule that only the latest issue of a periodical should be displayed on the open shelves. All earlier issues were stored in a room immediately contiguous to the reading area, and issues were loaned only with the signature of the borrower. This practice has served to reduce losses; however, it is a source of disappointment to the Librarian that an area of such importance has had to be so closely supervised!

RESERVE DESK

The Reserve Desk has been attached to the Librarian's Office for purposes of administration, since the supervision of the Reference and Circulation Department required the full attention of the Chief of Reader Services.

This unit was moved September 1960 from extremely crowded quarters on the 6th level of the old building to a large new installation on the 4th level of the West building, providing 410 seats in the reading room and stack space for about 14,000 volumes of reserve books.

Book return slots were provided in the 22-foot long desk, and a special, locked return box for after hours return of books was installed. No basic changes were made in the reserve book procedures, since the system now in operation appears to provide the desired level of service.

The statistics for this unit appear as Appendix B-2 in this report. The Summer School analysis appears as Appendix B-3.

The Summer School use of the Library remains as a difficult staff problem for the Librarian. The demands to remain open until 9:00 p.m. Mondays through Thursdays, is not warranted, and the cost of staffing all service areas of the Library from 5:00-9:00 p.m. are a drain on the Library budget and can never be properly budgeted in a deficiency operation. The administration has apparently not given adequate consideration to the impact of a summer school on the service costs of the Library.

The approach is largely that of an ostrich burying its head in the sand.

The statistics for this area are shown in the Appendix as B-3 (Reserve Book Circulation) and C-1 (Reader Use).

TECHNICAL PROCESSES DIVISION

This division is composed of the Acquisition Department and the Catalog Department [illegible] and the Bindery unit.

The entire division is headed by [illegible], Associate Librarian, who is also directly in charge of the Acquisition Department. The Catalog Department and its component units are administered by Miss Irene Kavanaugh, Assistant Librarian.

This division represents the most complicated technical area of the Library and requires the use of highly trained professional personnel, who are also equipped with broad subject backgrounds. The staffing of this operation is most troublesome as the position of Cataloger (U of M) is most generally employed in the work of this division. Skilled catalogers with experience are in extremely short supply on a national basis and hence the slowness in [illegible]

[illegible]

The work of this department is complicated by the sheer number of order requests received under the expanded book purchasing program involving the expenditure of $170,834.00. A table of the expenditures for books and periodicals from July 1954 through June 1961 by fiscal year appears as Appendix D in this report.

The personnel in this department number six and one half persons, exclusive of [illegible] additional personnel [illegible] are added to verify the bibliographical details of all order requests. Approximately [illegible] which require considerable staff time to correct.

There is campus-wide pressure to speed up the book ordering operation. However, the skilled personnel available for this work are few in number, and most persons employed in this work must be trained on the job over a long period of time. Approximately 18,000 books were purchased this past year.

CATALOG DEPARTMENT

The department was able to catalog 12,256 volumes during the year with a total [illegible] catalogers. This is a very good statistic when it is realized that the largest portion of books were technical and scientific in subject content. The statistics for the department appear as Appendix A in this report.

After much discussion, in January 1961 the decision was made to catalog the departmental library books on a top priority basis, thus eliminating some of the complaints on the slowness of cataloging service in the Library. The Librarian is not satisfied

that this is in the best interests of the University since the University Library collections should receive first consideration. However, during a period of expansion no adequate measures can be taken to satisfy all elements of the University community.

During the year the Librarian was fortunate in securing the services of two experienced librarians. Mrs. Betty Jean Jackson was employed as a cataloger one-half time beginning January 1961; her previous experience was extensive and her presence has resulted in a greatly increased number of books cataloged.

Mrs. Ena M. Cane, Librarian of the Whately Public Library, was employed February 27, 1961, as the Library of Congress card searcher, thus providing more bibliographical expertise in this area.

On November 21, 1960, the Documents Unit was merged with the Serials Unit and the checking records were moved physically to the Catalog Department, Room 503, for closer supervision and ease of access.

During the late spring of 1961 the decision was made to recatalog all reference books in the Library of Congress classification in anticipation of the change-over to L.C. of the entire Library collection at a later date.

Problems needing consideration:

The more pressing problems which must be considered in the immediate future will require administrative review and the establishment of definite policy.

1. Continuing administrative support in the annual budgets for additional professional and technical positions for the Library. Such positions to be added in agreed upon numbers on an annual basis for a number of years. This is not a neat package problem that can be solved by one or two annual appropriations.

2. A plan for an academic program covering at least a five-year period in order to provide for the Librarian and his staff a frame of reference

for establishing a series of plans for (a) acquisitions policy
(b) [illegible] for additional library
facilities such as a new
[illegible] buildings.
(c) staffing pattern.

3. Administrative decision as to policy and procedures for the depart-

mental libraries.

(a) Amalgamation into larger units or elimination of libraries.
(b) Staffing plans including budgeted charges to the University
Library for personnel.
(c) Purchasing of supplies and equipment.

4. Plans for the next library addition or for a new library building

which will be necessary within three years.

5. Continuing fiscal support for book and periodical funds for the

University Library:

(a) [illegible] iod of time of
[illegible]

(b) Annual appropriations of smaller amounts building
up over a short period of time to a continuing figure
of $200,000

(c) The fiscal impact of a Law School and a Medical School
on the University Library problem.

If the answers to these problems can be ascertained or at least partially supplied,

a sensible University Library program can be formulated which will more nearly satisfy

long-term needs.

Respectfully submitted.

Hugh Montgomery
University Librarian

UNIVERSITY OF MASSACHUSETTS
LIBRARY

Annual Summary of Statistics

Acquisitions and Cataloging Statistics

July 1, 1960 - June 30, 1961

Books Cataloged by Dewey Classification Groups			Books Discarded
Dewey Classification		No. of Vols. Added	No. of Vols.
General	000	37	38
Philosophy	100	239	14
Religion	200	102	1
Social Sciences	300	1,217	72
Languages	400	38	9
Science	500	1,044	21
Useful Arts	600 (except 630-9)	799	107
Agriculture	630-9	218	1
Fine Arts	700	221	7
Literature	800	572	61
Travel	910-919	91	--
Biography	920-929	99	--
History	900's	388	20
Per		2,564	10
Microfilm		2,999	
L.C. Classification		1,628	--
Devens		---	2
Total		12,256	364

Total Volumes Cataloged	12,256
Total Volumes Withdrawn	364
Net total added	11,892
Total Volumes in Library System	239,819
Total Volumes in Dept. Libraries	[illegible]
Devens Books Recataloged	1
Replacements	89
Total Purchased Books	4,758
Serials	6,654
	11,412
Total Gifts	
Books	389
Serials	456
	845

UNIVERSITY OF MASSACHUSETTS
LIBRARY

CIRCULATION STATISTICS

July 1, 1960 - June 30, 1961

Total circulation -- 62,674
Number of days library was open ----------------------------- 317
Average circulation per day ------------------------------------ 209.17

Circulation by Dewey Classification

000 General works	187	
100 Philosophy	1,208	
200 Religion	823	
300 Social Sciences	7,452	
400 Linguistics	331	
500 Pure Science	875	
600-629, 640-699 Applied Science	1,933	
630-639 Agriculture	317	
700 Arts and Recreation	1,286	
800 Literature	11,366	
900-909, 930-939 History	3,152	
910-919 Geography and Travel	570	
920-929 Biography	1,507	
In-building September 1960 - June 1961	10,725	
		52,706
Overnight Reserve Books	9,968	
		62,674

Largest Circulation by Classification

800 Literature	11,366
300 Social Science	7,452
600-629,640-699 Applied Science	1,933
900-909, 930-939	3,152

Three Months having Largest Circulation

March	8,616
May	5,937
April	6,265

UNIVERSITY OF MASSACHUSETTS
LIBRARY

Inter-library Loan Statistics
1960-1961

Books borrowed by University Library.

Lending Library	
Amherst	442
Forbes	41
HILC	89
Mt. Holyoke	186
Smith	443
Other libraries	[illegible]
TOTAL	1866

Books loaned by University Library.

Loaned to	
Amherst	46
Forbes	2
Mt. Holyoke	48
Smith	43
Other	[illegible]
TOTAL	345

Books borrowed by University Library by type of borrower.

Lending Library	Undergraduates	Graduates	Faculty	Total
Amherst	209	186	47	442
Forbes	29	6	6	41
HILC	59	9	21	89
Mt. Holyoke	89	55	42	186
Smith	129	203	111	443
Other Libraries	50	306	309	665
TOTALS	565	765	536	1866

COMPARATIVE STATISTICS

	Books Borrowed	Books Loaned
1957-1958	630	239
1958-1959	[illegible]	[illegible]
1959-1960	1,871	335
1960-1961	1,866	345

UNIVERSITY OF MASSACHUSETTS
LIBRARY

RESERVE BOOK CIRCULATION

First Semester
September 12, 1960 - January 21, 1961

Hours	Circulation	Average per hour	Days
8-9 a.m.	1,232	11.8	104
9-10 a.m.	2,319	22.3	104
10-11 a.m.	2,456	23.6	104
11-12 a.m.	1,954	14.9	104
12-1 p.m.	2,249	21.6	104
1-2 p.m.	2,957	28.6	104
2-3 p.m.	3,747	31.5	119
3-4 p.m.	[illegible]	[illegible]	[illegible]
4-5 p.m.	1,952	16.4	119
5-6 p.m.	918	9.8	94
6-7 p.m.	2,660	27.9	94
7-8 p.m.	3,338	35.5	94
8-9 p.m.	2,437	25.9	94
9-10 p.m.	652	6.1	94

Total in-building circulation: 31,072
Average per day: 265.6

Total overnight circulation: [illegible]
Average per night: 34.1

Second Semester
January 30 - May 29, 1961

Hours	Circulation	Average per hour	Days
8-9 a.m.	1,589	16.4	97
9-10 a.m.	[illegible]	[illegible]	97
10-11 a.m.	2,663	27.5	97
11-12 a.m.	2,023	20.9	97
12-1 p.m.	2,390	24.6	97
1-2 p.m.	3,239	33.4	97
2-3 p.m.	5,187	45.9	113
3-4 p.m.	3,760	33.3	113
4-5 p.m.	2,233	19.8	113
5-6 p.m.	1,260	13.8	92
6-7 p.m.	3,562	38.7	92
7-8 p.m.	[illegible]	[illegible]	92
8-9 p.m.	1,589	17.3	92
9-10 p.m.	926	10.0	92

Total in-building circulation: [illegible]
Average per day: 329.3

Total overnight circulation: [illegible]
Average per night: 68.4

Total reserve book circulation for year 1960-1961: [illegible]

UNIVERSITY OF MASSACHUSETTS
LIBRARY

Reserve Book Statistics

Summer School

June 27 - September 3, 1960

	[illegible]	Overnight [illegible]	[illegible]
June	157	38	195
July	[illegible]	305	[illegible]
August	164	178	342
September	13	9	22
Total	860	530	1,390

Note: Unfortunately, the complete analysis which appears in the 1959/60 Annual Report was not compiled in time for this Annual Report.

Appendix C

UNIVERSITY OF MASSACHUSETTS
LIBRARY

READER USE STATISTICS

First Semester
September 12, 1960 - January 21, 1961

Week Days	Total Number	Average Per Day	Days
9:30	11,614	127	91
3:00	14,846	163	91
7:15	21,[illegible]	271	[illegible]
8:45	20,965	265	79
Saturdays			
10:00	959	60	16
3:45	1,727	115	15
Sun. & Holidays			
4:00	3,709	264	14
8:45	4,726	338	14

Second Semester
January 30 - May 29, 1961

Week Days	Total Number	Average Per Day	Days
9:30	13,113	154	85
3:00	17,979	214	84
7:15	22,772	296	77
8:45	24,926	324	77
Saturdays			
10:00	1,977	132	15
3:45	3,589	239	15
Sundays & Holidays			
4:00	3,693	246	15
8:45	4,491	299	15

UNIVERSITY OF MASSACHUSETTS
LIBRARY

READER USE STATISTICS

Summer School, 1960

First Session
June 27 - July 30

Mon. - Fri.	Total count	Average per day	Days
9:30	376	15.66	24
3:00	[illegible]	15.62	24
7:15	333	15.85	21
8:45	329	15.66	21
Saturdays			
10:00	16	8	2

Second Session
August 1 - September 3

Mon. - Fri.	Total count	Average per day	Days
9:30	296	[illegible]	25
3:00	322	12.88	25
Saturdays			
10:00	6	6	1

Appendix D

University of Massachusetts
Library

Expenditure for Books and Periodicals

July 1954 - June 1961
(All figures rounded
to nearest dollar)

1954/55	$30,635.00
1955/56	$41,513.00
1956/57	$34,570.00
1957/58	$45,775.00 *
1958/59	$58,630.00
1959/60	$65,706.00
1/60 - 3/61	$100,000.00 **
1960/61	$170,834.00 ***
1961/62	$170,000.00 (appropriated) ***

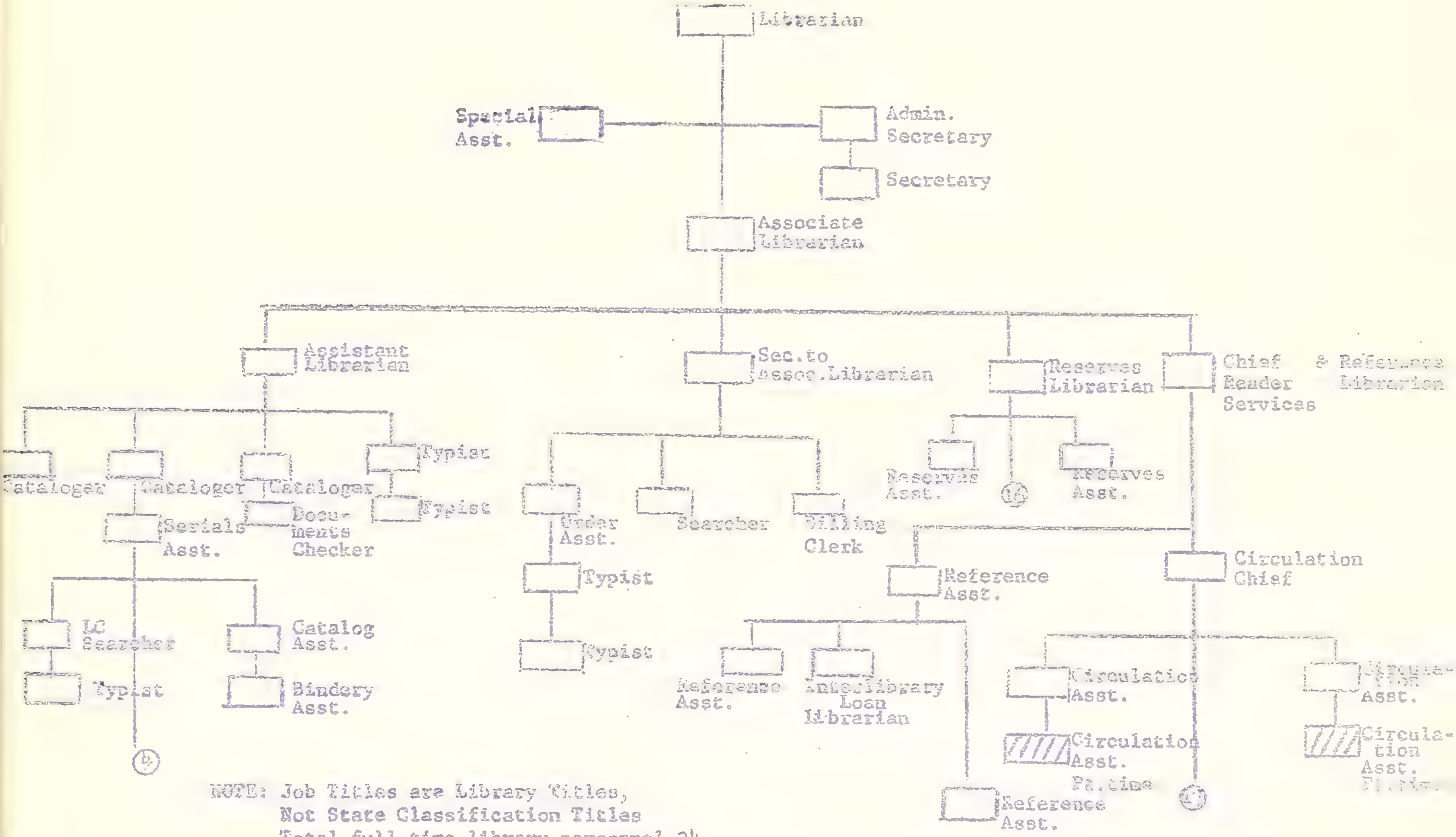
All totals include some expenditures from Trust and Research Funds.

* Includes $15,000.00 special appropriation

** Amount transferred from Building appropriation which "expired" June 1961

*** Includes $100,000.00 special appropriation

University of Massachusetts
Library
Organization Chart
1960/61


Librarian
Special Asst.
Admin. Secretary
Secretary
Associate Librarian
Assistant Librarian
Sec. to Assoc. Librarian
Reserves Librarian
Chief Reader Services
& Reference Librarian
Cataloger
Cataloger
Cataloger
Typist
Typist
Serials Asst.
Documents Checker
LC Searcher
Typist
Catalog Asst.
Bindery Asst.
4
Order Asst.
Searcher
Billing Clerk
Typist
Typist
Reserves Asst.
16
Reserves Asst.
Reference Asst.
Reference Asst.
Interlibrary Loan Librarian
Reference Asst.
Circulation Chief
Circulation Asst.
Circulation Asst.
Pt. time
17
Circulation Asst.
Circulation Asst.
Pt. time

NOTE: Job Titles are Library Titles,
Not State Classification Titles
Total full-time library personnel 34

○ Part-time student assistants; Total number 37 ▨ Part-time personnel other than students

ANNUAL REPORT
December, 1961
Bureau of Government Research
University of Massachusetts

1. TOTAL APPROPRIATIONS (excluding 01 and 02, personal services)

1959-60	1960-61	1961-62
$5,125.00	$6,200.00	$5,700.00

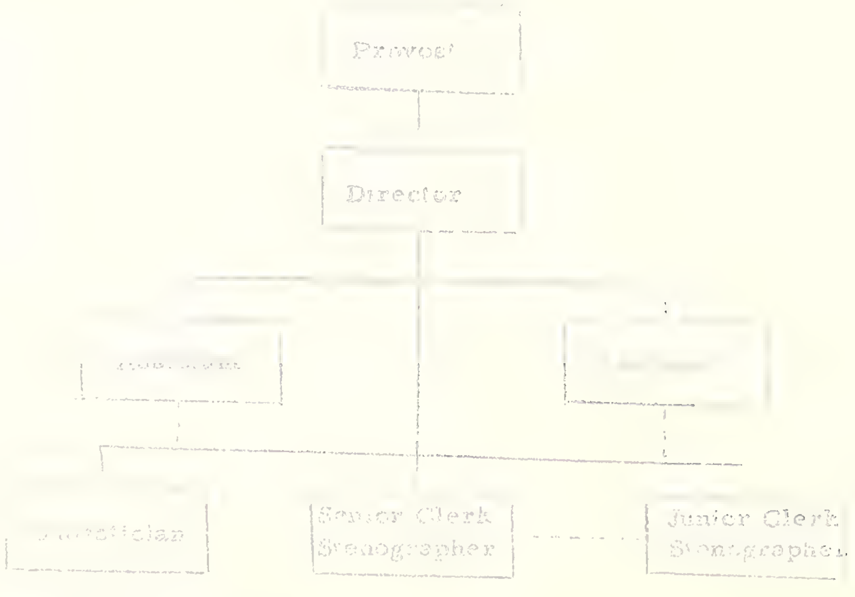
2. PERSONNEL

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sept. 1959	1	1	1*	1	1	1
Sept. 1960	1	2	0	[illegible]	1	1
Sept. 1961	1	2	0	[illegible]	1	1

* Position reclassified effective 7/1/60.

William G. O'Hare, Jr., Director

Kathleen M. Dansereau, Junior Clerk and Stenographer


Provost
Director
Statistician
Senior Clerk Stenographer
Junior Clerk Stenographer

Line--immedia [illegible]

[illegible]

[illegible] to teach in the Department of Government; the courses are Government 25, 51, 78, and 84. Contact hours have generally been most sizeable.

The Bureau is pleased to point out that it played a role with Mayor John Collins of Boston, Mayor Philip Crowley of Everett, Mayor John Donnelly of Malden, and the Seminar Research Bureau of Boston College in the establishment of the Massachusetts League of Cities and Towns which in the course of six months has gained the membership of nearly 60 cities and towns.

[illegible] should like to point out that staff members are increasingly called upon to participate in meetings of civic groups as well as those of public officials, and to [illegible] on governmental problems. Such appearances continue to occasion a significant number of overtime hours for the staff.

The Bureau has served in an informational and advisory capacity to local, [illegible]

These and other expansions in the activities of the Bureau and the acceptance of staff members by the concerned groups indicate that the objectives of the Bureau are being achieved.

V. PUBLICATIONS

[illegible]
Proceedings of Fifth Assessors School
[illegible]
Public Assistance Workshop
State Regulation of Boston's Financial Administration
[illegible]
[illegible]
[illegible]
[illegible]

[illegible] PROJECTS

[illegible]

[illegible]
Selectmen's Seminars - Bedford - 6

Selectmen's Seminars - Northampton - 5

Public Works - Bedford - 6

City and Town Managers - 1 day
[illegible] Conference - 2 days
Highway Workshop - 2 days
Public Assistance Workshop - 3 days

Massachusetts Association of Soil Conservation District

Massachusetts League of Cities and Towns
Massachusetts Association of Town Finance Committees
Plan A Charter Committee - Springfield

Tufts University Assembly on Massachusetts Government

Boston College Seminars on Metropolis - 4

Associated Boards of Health of Franklin County

[illegible] Bureaus of Government Research
City Managers Institute
Land Use and Water Conservation Group

Conference on Employment of the Older Worker

Massachusetts Association of School Committees
Massachusetts Selectmen's Association

Worcester League of Women Voters

Westover AFB, NCOA - 8
Field Representatives, Massachusetts Department of Commerce
Newman Club - U of M
Kiwanis - Randolph
Town-County Conference - Greenfield

Society of Residential Appraisers - Boston
Stoneham League of Women Voters
Holy Name Society, Annunciation Church - Florence
Women's Luncheon Club, YWCA - Springfield
Home Economics Extension Leaders
Massachusetts Assessors Association - Harwich
WWLP-TV - Blue Laws

Town of Randolph Government Seminars
Metropolitan Planning Group - Springfield
Massachusetts Industrial Nurses Association

Massachusetts Conference on Social Welfare

West Springfield Chamber of Commerce
Adarae Study Club
Associated Boards of Health of Franklin County
Holy Name Society - Chicopee
Massachusetts Boys' State
Massachusetts Town Clerks Association
Hampden County Home Economics Leaders

VII. THE FUTURE

[illegible] erials on the following topics:
town by-laws, public health ass [illegible] County, handbook for municipal
[illegible] and revised school committee
[illegible]

[illegible] e now being established. In addition to
[illegible] unty and Municipal Relations the follow-
[illegible] public
[illegible] erence, and ass

[illegible] c Achievements Awards.
[illegible] rants and to an outstanding city and town
[illegible] r cooperation with groups of local officers

The [illegible]
[illegible] of
of the New England town meeting on a regional basis. It is currently co-
[illegible] ing the necessary steps for a "demonstration grant" from the HHFA
[illegible] nance the gathering of a comprehensive Massachusetts planning [illegible]
at the request of [illegible]

[illegible] ns in 1963 would be a research ass [illegible]
[illegible] load is to be properly handled

UNIVERSITY OF MASSACHUSETTS

GUIDANCE OFFICE

ANNUAL REPORT - December 15, 1961

1. APPROPRIATIONS

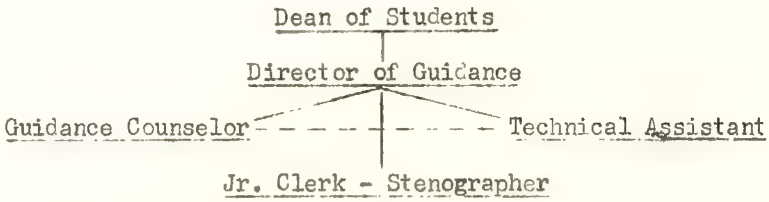
			Fiscal Years		
Account		Use	1959-60	1960-61	1961-62
03	-	Summer Counseling	$12,640	$15,000	$19,170
		Faculty Counselors	(6,000)	(7,030)	(7,350)
		Student Labor	(6,000)	(6,247)	(8,400)
		Guidance Office	(640)	(1,723)	(3,420)
10	-	Travel	$ 75.	$ 100.	$ 175.
11	-	Printing	--	10.	--
12	-	Repairs	50.	30.	30.
13	-	Test Materials	1500.	2175.	1800.
14	-	Office Supplies	600.	620.	800.
15	-	Equipment	--	200.	200.
16	-	Rental--Test Scoring Machine	840.	750.	750.

2. PERSONNEL

		Number in Each Rank (Sept.)		
Position Title	No. Positions	1959	1960	1961
Director of Guidance	1	1	1	1
Asst. Director of Guidance (created 1961)	1	--	--	*Unfilled
Guidance Counselor (Inst. A)	1	1	1	1
Technical Asst. (10 mos.)	1	1	1	1
Junior Clerk	1	1	1	1

*Position to be filled in February, 1962

3. ORGANIZATIONAL CHART


Dean of Students
Director of Guidance
Guidance Counselor
Technical Assistant
Jr. Clerk - Stenographer

The Director of Guidance reports to the Dean of Students. The Guidance Counselor directs much of the Technical Assistant's activities.

4. STUDENTS OR CLIENTELE

Four hundred seventy (470) students were provided personal, educational or vocational counseling over the past year. During the past semester the staff was able to serve to some degree most of the students who found their way to the Guidance Office. This does not suggest in any way, however, that all student counseling needs are being met. Limitations in staff time require that no attempt be made to "advertise" to students the services of the Guidance Office. There is no question but that many students who might profit from guidance go unaided because they are unaware of the Guidance Offices' services.

Very little help with reading and study skills has been afforded students over the past year due to limitations in staff time. The need for such services is considerable. The prospect of providing help in the future (through a collaborative effort with the School of Education) is bright. It is likely that help to substantial numbers of freshmen will be forthcoming some time during the next semester.

The various university departments are making greater and greater use of our facilities for machine scoring examinations. Similar services were provided over the past year to several public schools in this area at low fees. Consultation to schools planning new or expanding existing guidance programs has also been provided in a number of instances.

Data necessary to complete an intensive evaluation of the Summer Counseling placement and test procedures has been collected. The evaluation of these data was interrupted by the reorganization of the Student Personnel Services. It is anticipated that this evaluation will be completed before next summer.

5. RESEARCH PROJECTS

During the past summer and fall, the Dean of Students directed a survey of the financial resources of the parents of students in the Class of 1965. This was a collaborative undertaking involving the Dean of Students' Office, the Placement Office, and the Guidance Office. The Guidance Office provided the major portion of the manpower and technical assistance required by this project.

6. SPECIAL PROJECTS OR PROGRAMS

Summer Counseling is now a firmly established program of generally recognized value to the University students. It has involved and received the cooperation of academic departments, various student personnel offices, the Schedule Office and the Student Union. It provided this past summer to the Class of 1965 the opportunity for advanced placement in languages, mathematics, speech, chemistry and zoology. Approximately 1500 advanced placements were made. The University is thus continuing to recognize excellence in preparation where it exists and to arrange for course selections that are tailored to the individual needs of students.

A test profile on each student of the Class of 1965 has been mailed to the high school from which he graduated. This enables the high school to evaluate the effectiveness of its overall educational program and to determine its success with special programs for the more able students.

In addition to the benefits that derive directly from psychological assessment, the Class of 1965, during Summer Counseling, was pre-registered and had an opportunity to sample campus living. For the fourth year, more than 3000 parents came to the campus during one of the eight counseling sessions and participated in a Parents' Seminar for their orientation to the University.

7. FUTURE PLANS AND NEEDS

In the 1960 Annual Report, it was pointed out that the logical development of the Guidance Office services calls for: (1) additional supportive and complimentary services to the existing guidance and advisement programs within the various schools and departments; (2) the extension of special guidance services that cannot reasonably be provided within departments; and finally, (3) the development of academic affiliations that will encourage research and permit the growth of graduate programs in guidance and counseling psychology. Substantial progress has been made toward realizing the latter two goals. We are at a point of significant and major decision with respect to the first objective.

A large portion of the efforts of the Guidance Office staff in the months ahead will be directed toward increasing the effectiveness of the present student advisory system. If this system is to meet the real needs of students, a much greater effort must be put into the guidance program.

There is a great need for an arrangement wherein students with low marks would be automatically picked up and provided concentrated guidance until the underlying problem is identified and resolved or the person is referred to a specialist (counseling psychologist, psychiatrist, educational specialist, etc.). Plans for the future of the Guidance Office hinge upon the question of who is going to provide this service to the bulk of the students. At present, some "high morale" departments are doing an excellent job of helping students to identify with an academic discipline and to incorporate that discipline into their sense of professional and personal identity. There are many advisors who are quite effective in guiding students who wish to change majors to fields that are more compatible with their personal assets and interests. (Or, they appropriately refer such students to the Guidance Office.)

This is the kind of departmental-advisory activity that the Guidance Office hopes to promote throughout the University. A logical alternate solution would be to expand the Guidance Office staff radically so that student needs can be met effectively. If it proves unfeasible to develop the current advisory system into a more efficient method of guidance,

then effort will be made to facilitate the alternate solution. It is especially critical that ample provision be made for freshmen and sophomores to receive this kind of assistance from some source.

The Guidance Office staff is in the process of forming complimentary working relationships with the School of Education and the Department of Psychology. The creation of the position of Assistant Director of Guidance provides sufficient staff to supervise practicum training for graduate students in counseling psychology and guidance. Two of the present staff members will be teaching in the spring term, 1962, in the Department of Psychology. The incoming Assistant Director of Guidance will be teaching in the fall semester of 1962. Courses taught will serve the needs of guidance majors and graduate students in counseling psychology.

This coming year, the Summer Counseling Program will be extended for the first time to transfer students. As the public supported junior colleges grow in number, transfers from these institutions will increasingly require the attention of the Guidance Office staff.

There will be continued need for expansion of the Guidance Office staff. This could be a slow expansion geared closely to the expansion of University student body--dictated by its size and the requirements of a limited but comprehensive quality service--or it could be a rapid expansion necessitated by the failure of the present advisory program to provide students with the kind of intensive personalized service that troubled students have a right to expect from us.

Respectfully submitted,

J. Alfred Southworth

J. Alfred Southworth
Director of Guidance

JAS:pk

NORTHEAST
LIBRARY BINDING CO. INC.
SEP 1978
MEDFORD, MASS.